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ABSTRACT

This publication contains descriptions of various guidance and counseling programs that are currently in operation in Arizona schools. It is a direct outgrowth of numerous requests that counselors have made concerning "ideas." Hopefully counselors might adopt or adapt some of them wholly or in part to their own situation. Ideas from other states are also included. The content is divided into the following sections: Secondary; Junior High School; Elementary and Related Information. Examples of programs described are as follows: Experimental Program for Disadvantaged Students; a Personal Approach to Career Explorations; Small Group Counseling and Classroom fishbowl; Utilizing Peer Power to Influence the Peer Group; and An Adlerian Approach to Family Counseling. (Author/WS)

ED 070988

COUNSELOR IDEAS IN ACTION

The bell never rings of itself; unless someone handles or moves it.....

Plautus (254-184 BC)

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ESEA Title III

ARIZONA
Department of Education
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Guidance, Counseling and Testing

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This publication contains descriptions of various guidance and counseling programs that are currently in operation in Arizona schools. It is a direct outgrowth of numerous requests that counselors have made concerning "ideas." Hopefully, counselors may be able to adopt/adapt some of them wholly or in part to their own situation. Also included are ideas from other states that might be interesting and helpful.

If you find this helpful and would like to see this type of service continued, please let us know.

ESEA Title III, Guidance, Counseling and Testing extends appreciation and "thank you" to all the contributors who have so generously shared their time, talents and ideas. The name of each is provided with the respective program description.

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RULES OF EMOTIONAL MATURITY

Dr. William G. Menninger

* Having the ability to deal constructively with reality.

* Having the capacity to adapt to change.

* Having a relative freedom from symptoms that are produced by tensions and anxieties.

* Having the capacity to find more satisfaction in giving than receiving.

* Having the capacity to relate to other people in a consistent manner, with mutual satisfaction and helpfulness.

* Having the capacity to sublimate, to direct one's instinctive hostile energy into creative and constructive outlets.

* Having the capacity to love.

SECONDARY

IV. Behavior Modification Approach. Parents are briefed on the Behavior Modification approach -- that all behavior is learned -- that the child's behavior problem was learned and that he can learn new behaviors which are more desirable.

V. Goals for the first meeting:

A. To learn to become better observers of behavior.

B. To learn the skill of formulating or stating the child's problem in terms of observable behavior.

VI. Practice Observation Skills

VII. Role playing demonstrations -- role play scenes portraying the following behavior:

A. Aggressive behavior

B. Disobedience and giving excuses

C. Disobedience

Purpose of role playing and group discussion afterward is to give parents opportunity to think in terms of specific observable behavior.

VIII. Group Activity -- designed to help the group think in terms of specific behaviors -- both good and bad behaviors.

IX. Homework -- Parents are given forms on which to record their own behavior (number of times parent praised child during week) and their child's behavior (a frequency count of their child's disobedient behavior).

SECOND SESSION

I. Behavior Modification Approach Re-Emphasized. We are using a treatment method which emphasizes changing behavior, a behavior change model. Not an illness model.

II. Goals for Parents for Second Meeting:

A. To learn to take a baseline record of behavior.

B. To learn ways of increasing the total amount of positive reinforcement in the family system.

III. Baseline Records -- Discussion of last week's homework assignment. A baseline record is important if parents are to evaluate the effectiveness of behavior modification techniques.

IV. Reinforcement Effect:

A. How Behavior is Learned (discussion)

B. Effects of Consequences -- Much evidence in psychology which suggests that events which follow a particular behavior influence future occurrence of that behavior. (Parents are given examples)

C. Contingency: Most important aspect of using rewards to change behavior is to make the reward contingent upon the behavior you wish to increase. We must be willing to pay off for desirable behavior.

D. Problems which may prevent effective use of reinforcement.

V. Types of Reinforcers:

A. Social Reinforcers

1. Verbal praise
2. Facial expressions
3. Physical contact

B. Activity Reinforcers

C. Token Reinforcers

VI. Role Playing -- Scene in which parents attend to inappropriate behaviors and ignore good behaviors.

VII. Group Activity -- The group working together will compile a list of suitable reinforcers for their children. Each parent rates each of these from most desirable to least desirable. Dur-

ing the week they ask their child to do the same rating and add other reinforcers which are not on the list. The following week the lists (parents and children) are compared.

VIII. Group Discussion -- Discuss the parents' records -- and any problems.

IX. Homework

A. Continue to record parents' praise and occurrences of disobedience.

B. Bring back list of reinforcers which child has rated.

C. Record frequency of a second problem behavior.

THIRD SESSION

I. Homework Discussion

A. Discuss the reinforcer lists.

B. Discuss behavior frequency records of disobedience and another problem behavior which parents were to keep during the week.

C. Discuss recording of parents' use of praise.

II. Goals for Parents for Third Session

A. To specify one desirable behavior which will be reinforced during the next week.

B. Discuss this intervention plan with the child.

C. To ignore inappropriate behavior if possible.

III. Changing Behavior Using Behavior Modification Techniques. Instruction sheet -- "Steps in Changing Behavior" is handed out and discussed.

IV. Role Playing -- Scenes using the techniques in III above.

V. Group Discussion. Each parent should be helped to choose a goal behavior to selectively reinforce during the coming week. A point recording sheet will be provided for parents to record points earned by the child for engaging in the desired behavior.

VI. Homework

A. Continue recording parental praise.

B. Continue recording disobedience and the second problem behavior.

C. Discuss the plan to reinforce a desirable behavior with the child and work out the point system with him. If possible, let child choose the reinforcers.

FOURTH SESSION

I. Homework Discussion -- Group discussion centering around the parents' use of the point recording forms. Encourage group to help evaluate themselves in regard to their attainment of parental goals.

II. Goals for Parents for Fifth Session

A. To learn the technique of withdrawal of reinforcement.

B. To use reward more frequently than punishment as a form of behavior control.

III. Punishment or Aversive Control

A. Though behavior can be controlled by both reward and punishment, rewards are preferred for several reasons.

B. Two major types of punishment.

C. Effective punishment must utilize certain techniques.

IV. Role Playing -- Enact some scenes demonstrating the use of punishment and showing the use of the techniques for effective punishment.

V. Group Discussion

SIXTH SESSION

I. Homework Discussion -- focus on the use of the Point Recording Forms and on how well group members are meeting the parental goals.

II. Goals for Parents -- Sixth Session:

A. Use praise more and criticism less.

B. Model appropriate behavior.

III. Children's Feelings -- Discussion centering around behavior management techniques and how the learning of such skills by parents can produce happy, self-confident children who, when reinforced for appropriate behavior, learn to provide his own reinforcement in the form of self-evaluative statements -- "I am a good person" -- "I did a good job."

IV. Role Playing -- Purpose will be to demonstrate how children feel under different reinforcement contingencies.

V. Evaluation

VI. Group Discussion

A. Point recording forms.

B. Decide upon the program of reinforcement and behaviors to be reinforced for the coming weeks.

C. Help parent decide if they need continuing help through individual behavior modification conferences.

Program Name: An Evaluation of Parent Study Groups

Sponsoring School: Camelback High School

Address: 4612 North 28th Street, Phoenix, Arizona

Counselor: Joan E. Schipper

For some time the counselors at Camelback High School wondered if there were some way to assist parents to learn to improve their communication skills and thereby bring about a more relaxed family atmosphere. This concern led them to encourage Dr. Robert Lindberg, Director of Pupil Personnel Services, to offer an inservice seminar in family counseling.

Dr. Oscar Christensen, Professor of Counseling and Guidance at the University of Arizona and one of the guest lecturers of the seminar, felt counselors could be of considerable aid to families by assisting parents to learn new techniques in communication with their teenagers. Dr. Christensen indicated that one of the high schools in Tucson was already conducting parent study groups. The high school was contacted and the counselors there generously shared the study outline based on Dr. Haim G. Ginott's book, Between Parent and Teenager, and other materials to be used as supplements -- articles, pamphlets, tapes, books.

At Camelback's Open House in December, 1970, the department distributed to parents information sheets relating the purposes, and proposed outcomes of the groups and enrollment forms. Counselors and Administrative Assistants also recommended parents who they felt might be interested in, and could profit from, the group experience.

By the time of the organizational meeting on January 4, 1971, 80 parents (including couples and single parents) had indicated an interest. Four groups were formed -- the largest group having 21 and the smallest group having 13. It was decided that each group session would be 90 minutes

in length and that co-leaders would be used -- a man and a woman counselor with each group. The first week the individual groups met, 69 parents reported. Eleven others who had indicated an interest did not appear at the first meeting. Fourteen (five couples and four singles, an average of three per group) did not remain until the conclusion of the sessions. So, the holding power for the groups overall was rather good.

The study outline called for ten sessions -- twelve were actually held. The first was an organizational meeting and the twelfth and final session was for the purpose of evaluation and wrap up. In general, the parents were reluctant to see the groups conclude. There was a cohesiveness within the groups within a very short time. One could actually say that there was no establishment period at all. Beginning with almost the first session, parents were eager and willing to share some of their personal concerns with the group. The parents were excellent in their support of those who were experiencing difficulties. In fact, the parents themselves generally offered suggestions, alternatives, and clarification. The counselors' primary role became that of facilitator.

The groups were made up of a cross section of parents -- couples, singles who were divorced, those having specific problems with their teenagers, and those who were not necessarily having difficulties, but felt the experience was necessary to ensure continued open communication with their teens. This cross section was advantageous. Parents who were rather rigid and overanxious concerning teenager's attitudes or behavior sometimes learned that what they considered to be unacceptable was rather typical of the general teenage population. Thus, they examined their expectations and were then able to relax and become less authoritarian in their approach.

The major topics covered during the group sessions were mutual respect and equality, goals of behavior, responsibility, criticism and encouragement, the particular problems of teenagers, and the concepts of logical reasons and logical consequences. These points were covered in various ways -- tapes, role playing, feedback from lectures and classes attended by both parents and counselors, books and passout materials. Usually reading assignments were made concerning the topics to be discussed during the group session the following week. In most of the groups, an opportunity was given at the beginning of each session for parents to bring up problems they may have experienced since the last meeting. Quite often the group spent the entire session trying to help those parents come up with a workable solution to their particular problem. Providing this opportunity served two purposes. It presented a solution for the parents having a problem and let them know that other parents were experiencing similar frustrations and that perhaps this was a result of a rather common adolescent turmoil rather than a serious problem.

One of the best ways to help parents to understand teenagers was to have several students attend a meeting to talk with parents. In this way, through mutual exchange, both students and parents were able to come to a more common understanding of the other's values, concerns, and expectations.

The parents commented after these sessions that hearing what the teenagers had to say helped them in seeing that often many of the teenager's actions are peer oriented and not just for spite against the parent. One parent said: "I now realize that most teenagers get through the adolescent period unscathed in spite of the greater hazards of today. Perhaps they will be stronger persons because of this."

The counselors felt that parents were helped most because they had an opportunity to share their feelings and to realize that they were not alone in facing the trials and tribulations of raising

teenagers. Counselors were able to define their role more clearly and the services they could provide to parents as well as to the students. The parents said they felt much closer to the school. They also expressed more confidence in what the school was trying to accomplish in curriculum innovations and more student involvement. It also was of considerable value for the counselor to know, through a close relationship, the parents' problems and biases, students' problems and their workable solutions.

Parents responded in their evaluation that through the discussions in the groups they realized that they were often too "up tight" over many small matters, that they should attack the problem and not the teenager, and that they cannot impose their decisions and expectations upon the teenager. Perhaps one parent's comment expressed what most parents felt they had gained from the group experience: "We are slowly but surely learning to 'let go' of our sixteen year old son. It really isn't as difficult as we thought it might be. He seems to ask our opinion on more issues than in the past. Of course, things aren't always rosey, but they are definitely better. He seems to have more initiative to follow through with a plan. Maybe this is due, in part, to our honest acceptance and respect for his judgment." Another parent commented: "I think I have been made aware of the need to allow my children to make mistakes and put less importance on little things. My children have said, 'Please, Mom, I wish you didn't like me so much.' What I think they mean now was, 'Please, let me take disappointments without your being more upset than I'."

When asked if the Counseling Department should offer the parent study groups again next year, all parents were in agreement that this had been a valuable experience for them. One parent commented: "We parents so appreciate the time given by the counselors. The realization that someone cares and is even willing to put themselves out to help parents and students to understand each other is very gratifying."

The best summation for the value of the groups came from a parent who said: "The most important thing I learned was the realization that today's teenagers' world is different -- more intelligent, more well read and concerned -- and has outgrown the yesterday's teenage world I remember. Today is today, not yesterday."

PARTICIPANTS

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Joan Schipper

Program Name: Continuing Education

Sponsoring School: Moon Valley High School

Address: 3625 West Cactus Road, Phoenix, Arizona

Counselor: Maxine Lantin

What happens to the student who is continuously disruptive in the classroom? How about the student that refuses to conform to rules? Where did the student end up that was maladjusted, perplexed, or failing? What about the student that gives up and drops out of school?

Continuing Education is a program designed especially for students that are having extreme difficulty in staying or succeeding in school. Students that enter into the program are placed in a classroom separate from the regular school setting. Emphasis is placed on behavior modification, significant and inclusive involvement, individualized instruction, a learning oriented, rather than teaching oriented, frame of reference, balance between the affective and the cognitive domain, and a non-punitive, encouraging, responsible, productive atmosphere.

The intent of the program is to accept students that are causing or having problems, and help them to change both behavior and attitudes toward getting them back into their regular classes or to pursue some alternate, meaningful educational training.

The fundamental human desire is to belong and to be accepted. Students gain recognition through family, friends, classwork, activities, sports, etc., but, when students are low achievers, unsuccessful, or lack the feeling of security, the only recognition they gain is by means of non-acceptable behavior. It is necessary to distinguish between positive

and negative attention to influence student's behavior. Positive attention is any action that is basically friendly. Negative attention is any attention that is basically unfriendly (annoyance, anger, and the resulting scolding, punishment). Students who are discouraged about their ability to behave properly will misbehave in order to gain attention -- even though it is negative attention. Feeling unable to gain positive attention, and regarding indifference as intolerable, students resort to activities which get them negative attention. All behavior has a purpose. A well-adjusted person has found his way toward social acceptance by conforming and making useful contributions. The misbehaving person is still trying, in a mistaken way, to feel important. Behavior modification will work toward developing a relationship based on mutual respect, confidence and trust, and a feeling of belonging. Continuing Education gives the school an opportunity to observe and work with students in aiding them to develop the type of attitude with which they can function in both school and the home, a chance to develop potential for growth, a chance at education, and a chance to belong.

Nominations to Continuing Education will come from three major areas: (1) Suspended students by any Administrator -- the student who gets into a fight, is caught smoking on campus, or problems of a chronic nature (discipline, attendance, etc.). Upon suspension, the student and parents are given the option of either taking the student home or electing to have him go to Continuing Education. (2) Students who have received a "6" grade because of maximum allowed absences may be referred by the Attendance Committee to Continuing Education. Upon successfully meeting the requirements of Continuing Education, the student will then return to regular school. (3) Self-referral or Parent referral can be made when the student can benefit from Continuing Education. Only in very rare and extenuating circumstances will a student be assigned to Continuing Education without the full consent and cooperation of the Parents.

Necessary recommendations will also be made at that time -- Family Counseling, Parent Study Groups, Testing, Counseling, etc. The contract will be signed by Student, Parents, Continuing Education Counselor, and Dean of Students, with approval from the Assistant Principal in Charge of Student Services.

Referrals are accepted as space permits. The number of students who can reasonably be accomodated in the program at any one time has been set at fifteen. In the event that there are more referrals than can be accommodated, a priority ranking will be established and parents will have to supervise the student at home until a vacancy occurs.

Release will come after a minimum ten day period in the program and successful completion of requirements. In cases of an indefinite, prolonged period, release would come only after detailed consultation with the Principal, Dean of Students, Counselor, Teachers, Parents, and others. In these cases, release may be gradual and could feasibly consist of only one class until the student could demonstrate responsible enough behavior to earn the right to additional and eventually all classes.

A follow-up research procedure is carried on with all students who leave Continuing Education. Their behavior will be carefully monitored for at least the current school year. Individual programs will be continued, presumably with Parents and Teachers. This will not only provide continuing encouragement to students, but will also provide valuable data for Continuing Education.

Activities

A. Students served

Students having or causing problems that are nominated and accepted in the Continuing Education Program will be placed in a three phase positive behavior modification pro-

gram for a minimum of ten days, depending upon the individual's needs. Upon successfully completing the three phases, the student will return to regular classes.

Evaluative Period includes the referral, gathering of relevant information, appointment for intake interview is scheduled, interview with potential client and parents, and the signing of the contract.

Phase I includes learning with the reinforcer following satisfactory completion of academic requirements. Three consecutive days with all required behaviors will bring about promotion to Phase II. Non-compliance will bring about the client remaining in Continuing Education or termination.

Phase II includes more freedoms and responsibilities with emphasis on academics. Time will also be spent on individual contracts or projects contingent upon completion of all school tasks. Three consecutive days with all required behaviors will bring about promotion to Phase III. Non-compliance will bring about the client remaining in Phase II or returning to Phase I with the possibility of termination.

Phase III is an honors type program attempting to promote self-discovery and understanding, and reality exploration. The schedule will be flexible, contingent upon completion of academic tasks and the maintenance of responsible behavior. This phase will attempt to dispense with the utilitarian use of contracts and "other directed" activities and reinforcers. Rather building an atmosphere of self-reliance, self-discovery, and self-understanding will be attempted.

Follow-up Period includes feedback from students, teachers, parents, and a complete case study on each participant in Continuing Education.

Moon Valley High School (5)

Evaluative Period -- Referral, gathering of information, interview, and contract.

Phase I (approximately 3 days)

8:00 -- 10:00	rigid emphasis on academic tasks, study in carrel
10:00 -- 11:00	circles
11:00 -- 11:30	supervised lunch
11:30 -- 1:00	rigid emphasis on academic tasks, study in carrel
1:00 -- 2:00	workshop

Phase II (approximately 3 days)

8:00 -- 10:00	academic work, study at desks
10:00 -- 11:00	circles
11:00 -- 11:30	supervised lunch
11:30 -- 1:00	flexible time for contracting, library, counseling, tutoring.....
1:00 -- 2:00	workshop

Phase III (approximately 4 days)

8:00 -- 10:00	flexible academics
10:00 -- 11:00	circles *choice of regular lunch period
11:00 -- 2:00	self-discovery, freedoms, responsibilities, workshop experience, and "help others"

Follow-up Period -- use of follow-up forms, case study, and "circles" after school.

CONTINUING EDUCATION
REFERRAL FORM

I would like to refer _____ grade _____.

The student and parents have chosen Continuing Education as an opportunity to stay in school.

RELEVANT INFORMATION

The Problem:

The Discipline:

Comments:

_____
Dean of Students

Moon Valley High School (7)

CONTINUING EDUCATION
SELF-REFERRAL FORM

I would like to refer myself _____ grade _____.
name

I have chosen Continuing Education as an opportunity to:

_____
Student's signature

_____
Dean of Student's signature

Moon Valley High School (8)

CONTINUING EDUCATION
PARENT REFERRAL FORM

I would like to refer my son/daughter (circle) _____
name

grade _____. I see Continuing Education as an opportunity to:

_____
Parent's signature

_____
Dean of Student's signature

INTERVIEW

Interview with Parents

1. Describe each problem.
2. How often does the problem occur?
3. Any social history connected with it?
4. How does parent handle the problem? (punishments and rewards)

Possible questions to parents:

Why are you here?
What are the most important problems at home?
How long has the problem existed?
How do you control your child?
What type of punishment do you use? What type of discipline?
How do you reward him?
How does your child get along with his friends?
How do you get along with your child?
How does he get along with his brothers and sisters?
Is there anything else that is important?
What do you expect from us?

Moon Valley High School (10)

INTERVIEW

Interview with Student

1. How do you see yourself?

2. Describe problems that you have in your own words.

3. Describe expectations of school and home.

Possible questions to student:

What kinds of things do you like to do?
What do you do on the weekends?
What are your hobbies, interests, fun activities?
Why are you here?
What happens after the problem? What are the consequences?
What do your parents do?
How do you get along in school?
What is the best reward anyone can give you?
If you could change one thing at home, what would it be? At school?
What are your long range goals?
What are your expectations from Continuing Education?

General Positive Reinforcers

At school:

At home and neighborhood:

General Negative Reinforcers

At school:

At home and neighborhood:

Moon Valley High School (11)

CONTRACT AGREEMENT

This contract agreement, made and entered as of its day of execution hereinafter set forth, shall be binding on the persons who have mutually agreed to its enactment.

Date _____

Name _____ agrees to be productive, honest, and responsible. Also, the following individualized goals will be worked toward:

1.

2.

3.

In consideration for actions rendered in accordance herewith, the parents agree to be supportive. Also, the following family goals will be worked toward:

1.

2.

3.

_____ Student

_____ Parents

_____ Witness(Counselor)

_____ Dean of Students

_____ Assistant Principal in charge of student services

Moon Valley High School (12)

INSTRUCTIONS TO STUDENTS ASSIGNED TO CONTINUING EDUCATION

Continuing Education is in room 612. Arrive quietly and report no later than 8:00 a.m. Your lunch period is from 11:00 a.m. to 11:30 a.m. You will be dismissed from school at 2:00 p. m. each day.

Rules:

(1) You are to be productive, responsible, and honest.

(2) There is to be no violence or chemicals.

(3) You are expected to stay off campus both before school and after 2:00 p.m.

(4) You will be able to earn freedoms and responsibilities.

(5) Continuing Education provides an area for eating lunch.

(6) Continuing Education assists you in completing each of your school assignments.

Assignments will be made by your subject teachers for each day you are assigned to Continuing Education. To receive credit for the time you have missed from class, you are required to complete each assignment to the satisfaction of your teachers. If a test or an extra assignment is given, it is your responsibility to see that the assignment is completed.

In Continuing Education:

(1) You can continue your education by doing class assignments.

(2) You may make an appointment to see your counselor and you may have use of the library by use of a pass from the Continuing Education Counselor.

(3) You are not counted absent from school and this time does not count against you as far as your attendance record is concerned.

Assignment Back to Class

The participant has the option of earning his way back to regular classes through good attendance, completion of school assignments, and other projects.

INSTRUCTIONS FOR TEACHERS WITH STUDENTS ASSIGNED TO CONTINUING EDUCATION

Student Assigned

The student named on the attached sheet has been assigned to Continuing Education for the dates indicated. Please fill out the attached assignment sheet for that period of time and return it to the Assistant Principal in Charge of Student Services.

Assignments

It will be most helpful if you can list assignments for the next ten days. Chances are that the student will be returned to your class by this time. If he is to stay longer than ten days, Continuing Education will contact you for further consultation on his studies while he remains at Continuing Education.

Attendance and Returns

Attendance will be taken in Continuing Education for the student during the time he is there, and will be turned in to the Attendance Office. You will not mark attendance for the student until he is returned to class. He will bring with him a slip indicating his attendance while in Continuing Education and you can bring your roll book up to date from this information.

When the student has been released from Continuing Education to return to class, he must have a return slip signed by the Continuing Education Counselor, Dean of Students, and the Assistant Principal in Charge of Student Services. If you are the last assigned teacher for the student, please return the slip to the Attendance Office.

Invitations and Questions

May I extend to you a special invitation to visit Continuing Education. If you should have any questions concerning a student in Continuing Education, please do not hesitate to ask the counselor.

Moon Valley High School (14)

CONTINUING EDUCATION TEACHER'S INSTRUCTION SHEET

To: _____ Date _____

Subject: _____ Period _____

Please send to the Assistant Principal's Office (In Charge of Student Services) assignments for:

Student's Name: _____

Who will be absent from the regular classroom: _____
(from)

through _____. Please list assignments that will be given during this time:

Moon Valley High School (15)

Name _____

CONTINUING EDUCATION
Questionnaire for Students

Name: _____ Birthdate: _____

Name of Parents: _____ Phone: _____

Address: _____

Describe the problem that got you here:

Describe how often this kind of problem occurs:

How do your parents handle the problem?

What are your expectations from Continuing Education?

What are your long range goals?

What are your immediate goals?

Moon Valley High School (16)

ALL ABOUT YOU!

To Be Completed By Continuing Education Student

Use these questions and statements as guidelines in helping you describe the influences and experiences which have seemed most important in making you the person you are today.

1. How do I feel about the other members of my family?

2. What hopes and plans does my family have for me?

3. What are the interests and activities of my family?

4. What effect have my surroundings had on my life? (Home, neighborhood, and community)

5. The different schools I have attended.

6. The friends I have at this school.

7. The teachers I remember most.

8. High-lights of my school life.

9. My interests, hobbies, and favorite things.

10. My hopes and plans for my future.

11. The best reward anybody can give me is

12. My favorite school subject is

13. If I had ten dollars, I'd

14. I felt terrific when

15. The way I get money is

16. When I have money I like to

17. When I'm in trouble, my father

18. If I please my father, what he does is

19. Something I really want is

20. If I had a chance, I sure would like to

21. I will do almost anything to avoid

22. When I'm in trouble, my mother

23. If I please my mother, what she does is

24. The thing I do that bothers my teacher the most is

25. If I did better at school, I wish my teacher would

26. The kind of punishment I hate most is

27. I will do almost anything to get

28. It sure makes me mad when I can't

29. Who encourages you the most? How?

30. My major hang-ups are

Moon Valley High School (20)

NAME_____

WEEK_____

GOALS

Monday

Academic

Personal

Tuesday

Academic

Personal

Wednesday

Academic

Personal

Thursday

Academic

Personal

Friday

Academic

Personal

Moon Valley High School (21)

NAME_____

STUDENT QUESTIONNAIRE FOLLOW-UP

1. What has Continuing Education done for you?

2. Have you enjoyed your stay at Continuing Education?

3. What would you like to see changed at Continuing Education?

Moon Valley High School (22)

CONTINUING EDUCATION RETURN FORM

_____ grade _____ has successfully met
name

the requirements of Continuing Education.

ATTENDANCE _____

_____

COMMENTS _____

_____

_____

Please sign for your class period and if you are the last assigned teacher, please return the form to the Attendance Office.

1. _____ 4. _____ _____
2. _____ 5. _____
3. _____ 6. _____

RETURN APPROVED

Counselor _____

Assistant Principal _____
in charge of Student Services

Dean of Students _____

Moon Valley High School (23)

CONTINUING EDUCATION FOLLOW-UP

Student's Name _____ Date _____

Teacher _____ Class _____ Period _____

Will you please furnish the following information concerning the above student since returning from Continuing Education.

Scholarship Rating, to date: _____

Absences: _____

Tardies: _____

Any change in scholarship since returning from Continuing Education?

Any change in attitude since returning from Continuing Education?

Any other pertinent data which might be helpful?

Please return to Assistant Principal as soon as possible.

Moon Valley High School (24)

CONTINUING EDUCATION PARENT EVALUATION

Parent's Name _____ Phone _____

Address _____

CIRCLE AND COMMENT

1. Has your child benefitted from being in Continuing Education?

   (a) A great deal (b) Some (c) No response (d) Very little (e) Almost none

2. Has there been increased communication between parent and child?

   (a) A great deal (b) Some (c) No response (d) Very little (e) Almost none

3. Has the student shown more interest in school?

   (a) A great deal (b) Some (c) No response (d) Very little (e) Almost none

4. Has the student sought responsible ways to use his time?

   (a) A great deal (b) Some (c) No response (d) Very little (e) Almost none

5. Has the student performed better academically?

   (a) A great deal (b) Some (c) No response (d) Very little (e) Almost none

COMMENTS IN GENERAL:

Please return the evaluation in the enclosed stamped, self-addressed envelope. Thank you for your cooperation.

Program Name: Experimental Program for Disadvantaged Students

Sponsoring School: Casa Grande Union High School

Address: 420 E. Florence Blvd., Casa Grande, Arizona 85222

While working as attendance director of Casa Grande Union High School, M.E. Gillespie became increasingly aware that while the drop out rate among the overall student body was a regrettable, but not alarming, 10%, the rate of drop outs among students with low academic ability was alarmingly higher -- around 20%. Most of these students were not only handicapped academically but also socially and economically. To make the picture even darker, most of these students were also discipline problems with hostile attitudes towards school and society. In short, the students most in need of guidance and help and least able to function effectively in society were the very ones leaving school.

In talking with these students, Mr. Gillespie came to identify certain traits which were common to all of them: a very poor self image, a very strong feeling of frustration when faced with the regular academic program, and an almost total inability to communicate. Many had come to high school after a series of failures on the grade school level with the hope that somehow high school would be different; instead, they found, in most cases, that high school was simply an extension of the grade schools they thought they had escaped. Their frustration often resulted in apathy, absenteeism and withdrawal, or in open acts of defiance and aggression. Whichever defense the student chose, the result was usually the termination of his formal education -- either by voluntarily dropping out or by being expelled.

With each drop out, the conviction grew that some solution to the problem must be found. Something had to be done! Obviously these students needed to be kept in school, but simply keeping

them in school was not enough. The time in school had to be made meaningful. During the short years of high school, which for many of these students would comprise the last formal schooling they would receive, they needed not only to learn basic skills which they would so desperately need in order to survive in the modern world, but also to unlearn many of the attitudes, methods, and techniques which had already marked them as failures.

Failures -- this seemed to be a key word in the lives of these students. They had come to think of themselves as failures. And, since they had already failed, why continue to try?

Obviously some program was needed to change drastically the negative self image most of these students had of themselves, to counteract all those failures with some successes, and to provide them with knowledge and skills which would allow them to continue to have successes once they had left the classroom.

Admirable objectives, but since the school had failed to accomplish them using time honored techniques, what now?

After many discussion sessions with Superintendent Loren Curtis, a tentative plan began to evolve. Every innovation and experimental situation Gillespie had read about or heard of and years of personal experience and observation went into the gradual formation of a possible answer to the problem.

Realizing fully that no plan could succeed without the full support of community, administration, and faculty, Gillespie began to approach these groups. This was to be a true team effort. A snag at any point could completely defeat the project before it really began to prove its worth. With the full cooperation of community, administration, and faculty, the plan gradually began to take shape.

First, the students had to be identified. Since this was an experimental project, the first group was of necessity small. Ideally, the students themselves would elect to take this program, but because of the system under which we work and the need to reach these students at the start of their high school career, before they become discouraged and disillusioned with the existing regular curriculum, it was decided to select and enroll them before the beginning of their high school work. The Academic Promise Test, administered by the Guidance Department, was used as a tool in selection along with the recommendations of their eighth grade teachers. On this basis, the sixty or so lowest achievers -- students working around the fourth or fifth grade level -- were identified. Out of this group, forty were selected to actually take part in the program. These forty were chosen to represent as nearly as possible an ethnic balance. It was felt very strongly that this class should not consist of minority groups only, but should reflect realistically the ethnic makeup of the school and community. It was also felt that the class should be composed of a fairly equal proportion of boys and girls. With these factors as considerations, the final selection was made.

Now we had a class, but who was to teach them? Certainly specially trained teachers were needed; but it seems to be regrettable, but nonetheless true, that very few teachers have had such special training. What then are the traits most desirable for teachers working with this student? Mr. Gillespie feels very strongly that it is of prime importance that such teachers be aware of the students' special problems and needs and able to identify with them, but even more strongly he feels that the last thing such students need is a "bleeding heart" who would tend to make excuses for the students and fail to expect them to work and produce. Of primary importance is the teacher's interest in and desire to work with this student. We found a broad teacher background with work experience especially helpful. Fortunately, such teachers were to be found already on our staff.

It was decided that a team of two teachers would be most effective to work together during the two hour period that was to be the heart of the program. Having two teachers would, we hoped, increase the student's chance of finding at least one faculty member he could identify and communicate with. Also, a team situation makes it possible for one of the team members to leave the room with a student when problems arise. This is important with the students because one of the major problems is often the inability to project the consequences of their actions. Delayed punishment has little effect; whereas, if potential discipline problems can be dealt with immediately as they arise, major problems are often avoided.

The longer period made by combining two regular class periods was also considered an advantage because it allows the teachers almost twice the amount of contact with the students that they would have under the normal schedule. Also, it provides the team with greater flexibility in adapting lesson plans to the students' attention span, which is generally shorter than that of other classes, and allows added time for experiments, guest speakers, special projects, and field trips -- all of which are important parts of the program.

Fine, now we have the students, the teachers, and a special two hour period, but what do we teach, and how do we teach it?

The two subjects, math and English, seemed to account for the greatest number of failures among the students, so it was decided to combine these two disciplines during the special two hour period that was to be the core of the program. But simply teaching the subjects in the same old way would obviously be futile. New techniques had to be found which would stimulate the students and break the habit of failure. Also, the complete team must do a very good job of selling the program to the students.

First, the subject matter had to be made meaningful and relevant to the students. They might fail to see the need for algebra, but boys were often very aware of the need to be able to figure the true amount of interest they would actually be paying on the jalopy they wanted so desperately to own, and fractions took on new importance when the girls were faced with the problem of doubling or tripling a recipe to meet the needs of their often very large families. New skills in both areas were put to use in ordering items from familiar sales catalogues or answering a demand for payment from a creditor. Almost every innovative technique we had heard of was implemented. Various kinds of grouping were tried. The students were grouped according to their ability in math, according to their interests in English, etc., and constant movement within and between groups went on together with large and small group instruction and different forms of individualized and independent study. Gaming and role playing were used with great success. All forms of materials were utilized -- everything from You and Your World, a high interest, low readability publication, to tax forms and check books. (Most of use could use some instruction in how to make those balance!) A strong emphasis was placed on field trips and utilization of community resources -- both human and material. One of the most rewarding units involved the use of Classics Illustrated comic books. The students' appreciation and enjoyment of literature once it was presented to them in a form they could read and their increasing ability to identify and express literary themes was a constant source of amazement and gratification to the teachers. Imagine the satisfaction the teacher received when a hip swinging, gum chewing, potential drop out, after eagerly devouring a copy of Frankenstien she had first been attracted to because of the lurid cover, observed, "Wouldn't it be awful to have to live in a world where everybody but you had a soul?"

The students might not be learning the difference between Romanticism and Naturalism, but they were learning things that made it possible for them to understand and cope with the world around them, and for the first time for many of them they were learning that they could learn -- that

it was not their fate to constantly be baffled by subject matter they could neither understand nor relate to. They had time to learn and teachers who had time to spend helping them to learn what they needed to know when they were ready to learn it.

But the core program is not all of the project by any means. This is a true team effort in which the total faculty cooperates. Once again, ideally the students would choose their own course of study; but, perhaps more than the average student, these students seem to need guidance. So, in addition to the required English-math course, they are required to take a special reading class, since their inability to read anywhere near grade level is one of the basic stumbling blocks in their progress in other subjects. P.E. is also required, as it is for all students, and in these classes their academic inadequacies usually have little bearing. This is another area in which they can compete and often excel -- another chance for those successes they so desperately need. The boys are required to take shop and the girls to take home economics. These required subjects leave one period open which the students can fill with an elective of their own choice, but they are strongly urged to become involved in one of the activities such as band, chorus, drama, speech, or one of the numerous sports available to them. This is done in the hope that the student, by participating in some school activity, will come to identify positively with the school. Hopefully, it will become his school, something to work with and for, not against.

How successful is the program? Some results are impressive. The drop out rate for those students during the two years this program has been in effect has dropped from 20% to 9 1/2% as compared with the 12% drop out rate for the student body as a whole -- a drop of better than half. Even more remarkable is the drop in absenteeism among these students. Their absenteeism averages around 5% now as compared to the school norm of 12% to 15% of comparable classmates. Although Mr. Gillespie tends to dismiss the test results as simply proving how much difference a brief unit

in test taking can make in a student's scores, others are amazed at the growth indicated by the results of the Academic Promise Tests which have been given to students at the end of their first year under this program. Comparing the scores on the tests taken at the beginning of the year with those taken at the end reveals that 70% of the scores have doubled, 20% have tripled, and only 10% have remained stable.

The results which are the most promising to those working with these students, however, are the ones which are not easily measured by a standardized test. They are the results in the affective domain -- the change in attitudes and feelings which cannot be measured, but which are nonetheless there. The whole classroom atmosphere has changed. The once sullen and uncooperative students are now more often than not eager and enthusiastic, involved in school activities, and happy with themselves and others. They show respect for themselves and others as well as for property. The program is not a complete success, of course, but it does seem to indicate that at least it is a step in the right direction and deserves continuation in the future.

What is the future of the project? Originally, it was intended that the program would continue through the four years of high school. The first class began with the described program in the fall of 1968. They continued with the program in 1969; but the core class for sophomores combined biology, rather than math, with English while a new group of freshmen began the original math-English program. The original group was doing so well, however, that in view of the possible danger of their becoming increasingly isolated from the rest of the student body, it has been decided to return them to the mainstream as juniors during the coming 1970-1971 academic year, while continuing the freshman-sophomore program essentially as outlined. The program is not static, however. Far from it! Constant refinements and improvements are being made, and new approaches tried. A special committee spent months preparing a syllabus to aid new teachers in these classes. We know we are a long way from the final answer, but at least we have recognized the problem and are attempting to do something to solve it.

Program Name: High School Students Vocationally Challenged by the Counselors

Sponsoring School: Tuba City High School

Address: P.O. Box 67, Tuba City, Arizona 86045

Counselors: Janet Cooper and Paul Magnuson

Here at Tuba City on the western edge of the Navajo Indian Reservation, we have felt that one of the really pressing needs in regard to our high school students has been the need to provide encouragement and information that would help students to make definite plans for either higher education or for a vocational career, or at least to formulate clear-cut plans for getting into the world of work as soon after high school graduation as possible.

In a sampling survey made in March, 1970 of the college and career activities of Tuba City High School graduates from 1960-1969 a total of three hundred thirty-four graduates were contacted. Out of the total number of graduates contacted, a total of one hundred seventy-six were found to be unemployed and not in pursuance of any higher education or trade skill and not enrolled in military service.

From this it has been our feeling that the need to motivate the students to make some kind of definite plans for post-high school training or college if they so desired and could show evidence of potential success in college, or to make definite plans as to where to go to work and how to find an appropriate job was indeed a very urgent need.

With this in mind, and in addition to work done by several of the teachers on career education, the counselors visited every English class one week prior to the planned Career Day and discussed the careers for which the students could receive special information on Career Day.

Also, the counselors visited the classes in American Government where seniors are enrolled and administered both the GATBY and the Kuder tests and in conjuntion with papers assigned by the

teacher which asked the student to write both an autobiography and to indicate his plans for his or her career, the counselors then met with each student on a one-to-one basis and counseled with them regarding the career of his choice. This was done with reference to the student's own score on the GATBY and the Kuder tests.

Career Day was then held in the fall of 1971. This date gave time to follow-up the information given to the students on that day and in that special program. The regular high school schedule was set aside for the entire day and some thirty-six business, professional, medical, military, tribal and technological representatives were on the high school campus for the entire day to share information, engage in five separate question and answer sessions, and personally meet with the students. The high school teachers served as hosts to these people on Career Day.

General assemblies on this day included an opening film by Marilyn Van Derbur, former Miss America. This film proved to be quite challenging and stimulating.

Also included in the general assemblies for the day was an informative and helpful address by a local business man who discussed occupational careers in northern Arizona. Mrs. Edna Mahaffey and Mrs. Bea Evans addressed the students on specific hospitality opportunities and careers.

The main feature of the program for the day was an address by Olympic Gold Medal winner, Billy Mills of San Diego, California. Mr. Mills is a Sioux Indian, born on a reservation in the Dakotas. He established excellent rapport with the student body, which is ninety per-cent Indian. Billy challenged the students to make the very most of their individual talents and opportunities.

As a result of these programs and efforts individual students now come to the counselor's office on their own to ask questions and to receive information on careers. The counselors work with

Mr. Jumper, the vocational director of the high school in helping the students to take advantage of the related program provided by his department. (The related program is also known as work-study program.)

The counselors help the students to find occupational information by means of community resources, letters, phone calls and contacts with business and professional people made by the counselors. The counselors also assist the students in filling out financial aid forms and college and job applications.

A follow-up study of the June, 1971 graduates of the Tuba City High School indicated that a total of twenty-eight students were enrolled in either a two or four-year college. Eighteen students were enrolled in trade schools, one became a technical worker, five engaged in sales work, one is now a machine operator, seven were inducted into military service, two are in service work, there is one laborer, seven homemakers and there were twelve unemployed. This study indicates considerable progress in regard to our students becoming aware of the demand for skills and professions. We believe also that there is a clear indication here that the work of the school in general and the work of the counselors has had some beneficial effect upon the after-school plans or post-graduate planning of the high school students, because a similar program was carried out last year.

Program Name: The Counselor in the Classroom

Sponsoring School: Sahuaro High School

Address: 1010 East 10th Street, Tucson, Arizona 85719

Counselor: Jamie Trainer

The counseling and guidance program at Sahuaro High School, Tucson, Arizona, is organized around an "untraditional" model which utilizes separation of guidance and counseling functions. This model is an attempt to increase effectiveness of both services through innovative programs and more involvement with students, teachers, and parents.

One exciting and effective way of getting the counselor out from behind his desk and involved with people is through a variety of classroom activities which are briefly described in this paper.

1. Counselors work with three "Basic English" classes one per day per week. Since these students have a long history of frustration, failure, discouragement and low self-esteem, the purpose of these groups is to foster encouragement, to help the student feel that he can have some control over his own life and to foster a more positive attitude toward self, school and life. Group Counseling methods and field trips are most useful tools in this class.
2. Glasser, Rogers, Dreikurs and others suggest that the most effective way to solve classroom problems is through group discussion. Counselors are available at the request of teachers to facilitate group discussion when classroom problems arise. The "Fishbowl" technique has been a most effective method in these classroom groups. After observing the counselor for one or two sessions, the teacher can then utilize the same procedures to work out problems as they arise.

3. At the request of teachers, counselors go into a classroom to work with students on communication skills. Some exercises used to develop these skills include listening and responding in a way that indicates the message is understood correctly; sharing perceptions of a topic or word; sending direct messages, etc. Counselors have worked as part of a team with teachers who are presenting units on interpersonal relations. In the same vein, counselors often work with health classes when units on mental health, and personality development are covered.

4. In addition to the regular high school orientation program for freshmen, counselors utilize freshman English classes to hold small group "rap sessions" to acquaint the freshmen with the counselors and the counseling program, and to allow them to discuss their concerns.

5. The counseling department offers a course (pass-fail) entitled Human Relations-Seminar and Laboratory Experience. The course is offered for a two-fold purpose:

   (a) To enable the student to learn more about himself and his relationships with others as well as to learn about ideas related to growth motivation theories which encourage and promote self development. Classroom activities are based on ideas of "Third Force Psychology," Rogers, Maslow, Perls and many others.

   (b) To develop student leaders who can work with other students in "helping relationships." Since peer influence is very strong during adolescent years, peer models may communicate more effectively than adults with certain students. Each student takes part in laboratory group experiments and plans his own program in a special interest area. Each student is also involved in an outside "action program." The counselor's role in the class is to act as counselor, consultant, resource person, reinforcer, encourager, participant, observer, identification model and active guide in certain activities.

6. Another classroom experiment will be undertaken second semester of this year. A physical education class, body dynamics and the Human Relations class will combine forces one day each week. The rationale for this combined effort is the belief that our emotional and intellectual states are inseparable from our physical self. The class activities will be designed by the P.E. teacher and counselors to bring body, mind, and emotion to life and to release tensions that prevent full self-development.

Through a variety of involvements such as these, our program has been enhanced through increased student self-referrals, teacher referrals and improved working relationship with teachers who no longer see us as a "quasi" administrator, but a part of the team.

The key to this program seems to be our willingness to experiment with new ideas that may or may not succeed. Luckily, we have an administration that will permit us to take these risks.

A critic of this type of program may ask if other counseling and guidance activities might be slighted. We think not ----- below is a breakdown of counseling and guidance activities for 1970-71. The average counseling interview was forty minutes and 92% of counseling contacts were self-referrals.

	1969-70		1970-71	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Ind Guid Coordinator Grp Contacts	2324	989	1279	1791
Ind Guid Coordinator Contacts	1825	1628	2616	1570
Parent Contacts	125	139	215	215
Faculty Contacts	172	174	164	88
Indv Counselor Grp Contacts	90	120	2361	1301
Indv Counselor Contacts	1501	1190	1387	1183
Guid Coordinator Grp Registration Contacts		3007		2075
Total Contacts	6059	7247	8022	8223

Program Name: A Description of the Guidance Center

Sponsoring School: Rincon High School

Address: 422 North Arcadia Blvd., Tucson, Arizona

Counselor: LaVerne Hudson, Carolyn Kemmeries, Jesse King, Cliff Kramer, Jo Lacy, Warren Strickland

In 1969-70 the six counselors at Rincon High School in weekly staff meetings concentrated their planning on a long range program to improve guidance and counseling services for their approximately 2800 students. The counselors, with the encouragement of Mr. Hall Stubbs, assistant principal, explored means of providing:

1. More time for individual counseling.
2. Better communication with students.
3. More effective dissemination of general information.
4. Closer cooperation with teachers.
5. Improved community understanding of the guidance program.
6. Application of new techniques.

After establishing priorities the counselors began procedures to strengthen areas of greatest needs. It was felt, in order to more effectively implement these procedures, that a room be designated as a guidance center. The staff submitted to the administration a proposal outlining the functions, materials, and activities of the center.

Until such time as this could be implemented, the counselors laid the groundwork for a center that year and in 1970-71 by:

1. Each accepting areas of increased responsibility for coordinating materials, information, and functions of the guidance program.
2. Planning for special events by keeping departmental calendar.

3. Reorganizing secretarial duties, materials, and facilities.
4. Designing a special weekly guidance bulletin for announcements.
5. Updating and adding to guidance materials.
6. Standardizing freshman orientation, senior information, registration materials, and other departmental forms.
7. Arranging night meetings for parents and students for career and educational information.
8. Inviting new teachers to meet with counselors for orientation and by designating counselors as liaison persons with different departments.
9. Recording on cassettes guidance information, college representatives' presentations and career speakers' presentations.
10. Developing three registration presentations with recordings for eighth graders and parents and for Rincon students.
11. Designing on IBM cards a comprehensive file of educational and career resources for simplified data processing listings for student use and for detailed computer printouts for counselor and district use.

With the reality of a designated Guidance Center for 1971-72, the staff is moving ahead in all six areas of need. The Center, a large classroom, is a separate building located near the administration and classroom buildings. Furnishings include tables and chairs for thirty-six persons, two desks, two filing cabinets, typewriter, and movable bookshelves, in addition to built-in cabinets. A locked closet provides storage for projector, screen, recorders, cassettes, and supplies.

Bulletin boards contain special announcements. Posters feature the monthly career emphasis. Many educational, military, and career materials may be checked out. One display holds give-

away brochures. Numerous references can be used. Several kits are ready for exploration, and some vocational tests are available.

The coordinator of the materials and activities for the Center is the only counselor without assigned counselees. She is in the Center during the middle three periods of the day, including both lunch periods. Each of the other full-time counselors, who have a proportionate number of counselees from the four classes, cover the Center for the remaining three periods each day. Selected students serve as assistants in the Center.

Students are invited to drop in before and after school, during lunch, and (after getting a pass) from study hall or from a class. Any teacher may bring his class to hear a presentation or for group guidance.

The Guidance Center has already been the locale for a variety of activities this first semester. These can be separated into three categories:

I. Vocational activities.

A. Exploratory career kits and materials for individual or class use include:

1. Free vocational materials listed alphabetically.
2. Two sets of the D.O.T., Ferguson's Encyclopedia of Careers, Doubleday's five-volume set of Technical Careers, the sixteen-volume Sextant series.
3. SRA's Job Experience and Occupational Exploration Kits and Largo's Industrial Careers Kit.
4. Displays of charts, graphs, and posters. Each month a different area of the curriculum is featured.

B. Guest Speakers.

1. Business and professional persons in the community and fellow faculty members speak to interested students on their vocation or a vocation that is related to the monthly career emphasis.
2. Presentations are recorded for later use by students who are unable to attend.

C. Films and slide shows.

1. Films and other visual aids are scheduled. These are selected to fit within monthly career focus. Teachers may bring whole class or send only individuals.

D. Field trips.

1. Information is available for teacher planning of field trips.

II. Guidance Activities.

A. Freshman orientation (September) -- counselors meet with own counselees in small groups giving them orientation to Rincon.

B. Registration of information.

1. Slide presentations and recordings designed for proper grade level are given to small groups and printed materials distributed.
2. Students may ask for individual assistance and make follow-up appointments with counselors.

C. College admissions office visitations.

1. Announcements are made in advance so that students may meet with representative.
2. Presentations are recorded for later use.

D. Testing.

1. Supply of admissions test information and registration materials stocked.
2. Vocational interest and self-appraisal inventories available.
3. Interpretation of tests and inventories given by counselors.

E. Small group meetings.

1. Meeting with freshmen with special needs.
2. More group guidance and counseling planned.

III. Professional Activities.

A. New teacher orientation.

1. Orientation for new staff members as to guidance services.
2. Meetings with fellow teachers during planning periods to exchange ideas.
3. Weekly staff meetings for planning.
4. Committee meetings after school for professional purposes.
5. Meetings with junior high school counselors.
   a. To provide pre-registration information about Rincon curriculum.
   b. To preview slide presentation of orientation to Rincon for eighth graders.

Although it is too early for evaluation of the effectiveness of the Center in helping to improve all six areas of need, the counselors feel that the program is moving forward. By the end of the school

year every staff member and every student will have had the opportunity of being in the Center at least once. Much of the routine traffic is being rerouted to the Center, providing more opportunity for counseling interviews.

New techniques and procedures are being implemented in the dissemination of information with better coverage. Community response is positive.

By focusing the activities each month on the curriculum of the department, teachers are offered a variety of services that can help them to better relate their courses to the world of work. Teachers are cooperating by participating and by bringing or sending their students.

The members of the Rincon Guidance and Counseling Staff feel that their cooperative effort in strengthening the guidance program and by implementing it through the Center's activities and resources is on its way. As the program evolves, other procedures and services are being planned and, hopefully, will be added.

Program Name: Guidance and Counseling

Sponsoring School: Bagdad High School

Address: Box 427, Bagdad, Arizona

Counselor: Lawrence Aragon

GUIDANCE AND COUNSELING

The purpose of a guidance and counseling program is to assist the individual student toward a better understanding of himself and his environment so that he might select more suitable courses of action contributing to his personal, educational, and vocational development and adjustment.

The counselor implements this supportive function by employing his professional competencies in two areas: (1) counseling, and (2) related guidance services.

Students are urged to use the services of the counselor to help answer questions, resolve personal conflicts, and improve school adjustment. Appointments may be arranged with the secretary in the office. Make the effort; contact your counselor.

SCHEDULE CHANGES

Students of Bagdad High School are advised at the time of registration that their program for the coming year is to be carefully planned. This will eliminate in most cases the need for schedule changes. However, in cases where a bona fide reason for a schedule change does exist, the student, the student's parents, and the counselor will all work together to arrive at a satisfactory arrangement.

NOTE TO POTENTIAL COLLEGE STUDENTS

The following list of suggestions should be observed if the student is to continue his formal education upon completion of high school:

1. Plan your college choices early.
2. Select more than one school.
3. Check each school carefully for required admission tests.
4. Most schools designate particular times for admissions score for purpose of granting financial aid or a scholarship.
5. If you want to apply for scholarships or financial aid, see the guidance counselor early in the school year.
6. Write to the college of your choice for applications of admissions, scholarship applications (if necessary) and a general catalog.
7. Study the catalog and choose carefully.
8. Use the materials in the guidance office to help you decide upon your future school.
9. If planning to attend an out-of-state institution, secure information, admissions requirements early in your high school career. Fewer graduates are admitted to out-of-state schools.

COLLEGE ADMISSIONS TESTS

Practically all students entering college will be required to take in their senior year, either the American College Test or the Scholastic Achievement Test. Information concerning costs and dates of administrations will be announced in the school bulletin.

All juniors will be asked to take the Preliminary Scholastic Aptitude Test. It assists in predicting college success and is good "practice" in preparation for future admission tests.

MY APPROACH TOWARD VOCATIONAL COUNSELING

My approach toward vocational counseling is to make use of test data to help teachers and others to know a student and his particular characteristics. If the information results in increased understanding of the student, it may then be possible to make use of the school's resources for more effective learning and development.

Business and industry have made somewhat greater use of tests for differential placement than educational institutions. It may be because business firms rarely adopt the policy, common to schools, of permitting people to try themselves at activities in which failure is certain.

This is why I am using the tests that I have listed and defined to some degree of information. I hope that I may be able to increase the effectiveness of workers through increased knowledge of their personal problems, their strengths, and their weaknesses.

INTEREST AND PERSONALITY TESTS

I. Gordon Personal Profile and Gordon Personal Inventory

- A. This instrument yields dependable measures of eight aspects of personality.
- B. Personal Profile-ascendency-dominance and initiative in the group situation.
- C. Responsibility-persistence and reliability.
- D. Emotional stability-freedom from anxieties and tension.
- E. Sociability-general gregariousness.
- F. Personal inventory-cautiousness-reluctance to take chances.
- G. Original thinking-enjoyment of creative or intellectual activity.
- H. Personal relations-patience, understanding, tolerance.
- I. Vigor-ability to work rapidly and energetically.

These tests can help school authorities to facilitate students' adjustment through early identification of psychological problems.

Nothing is so close, so interesting, and so important to us as our own personalities and behavior. Yet, it is one of the problems in nature that most people do not understand their own personality; they do not know themselves, nearly as well as they know other people.

Personality is the sum total of everything that constitutes a person's mental, emotional, and temperamental makeup. Personality comprises only the mental makeup, not the physical makeup.

OHIO VOCATIONAL INTEREST SURVEY

A new interest survey designed to assist students in grades nine through twelve with their educational and vocational planning.

Information gathers background about students' occupational plan, school subject preference, curriculum plans, post high school plans, vocational courses plan, and is used with a local questionnaire.

Gordon Occupational Check List is an interest check list for use in counseling and guidance work with students who will not go to college. Activities covered represent 240 jobs that do not require college training.

There are some additional points to be made; first to define these topics; achievement as used here representing more specific learning than aptitudes and abilities. It means more knowledge, skills, and understanding, which result from particular courses in school and from outside training.

One point to be made here is that, in counseling, the interest-achievement connection is a two-way track. We use measured interest as one of the elements in helping an individual to decide in which direction to channel his future achievements. We also can use past achievements (school grades, standardized tests, and individualize our concepts of what he has done well). Those things which the individual has done best in the past are probably things in which he had greater interest than those things in which he did not do as well.

Program Name: A Personal Approach to Career Exploration

Source: "Communique" -- January, 1972 issue

Practicing counselors, have you ever been faced with the problem of providing a student with an on-the-job description of a specific career? Well, no one expects you to know all there is to know about any given career, and we realize that it is next to impossible to keep occupational information files up-to-date. However, one career exploration technique that minimizes cost, is easy to employ, and offers that "personal touch" has been used with great success.

Community members can be an excellent referral source in the vocational counseling process. A college counselor recently developed a card file of community members who represented a wide cross section of specific careers. He did this by first acquiring lists of alumni who were living in the college community and then sent a brief questionnaire to these individuals asking whether they would be interested in talking with any students during the year about their particular job. The major focus of this approach was to provide the student with the opportunity to talk to someone about the "nuts and bolts" issues related to a specific occupation. In essence, this approach gives the student an opportunity to talk to a doctor, a teacher, a plumber, or some other qualified expert about specific concerns not dealt with in a career planning manual or career counseling session. It should be emphasized that this technique is not limited to the college setting but is equally valuable and practical at all educational levels. The telephone directory, the local chamber of commerce membership listings, and the local union membership directories are all excellent sources for the junior or senior high school counselor as he develops his card file.

This career exploration approach may be best suited for the small community, but it can be adapted to the larger community. This technique also suggests a needed focus that is frequently neglected -- the involvement of community members in the educational and career planning process. In the future when a student asks, "What is it really like to be an electrician?" you can say, "Why don't you call Mr. X for an appointment? He will be happy to tell you what it is all about!" This technique not only provides the student with current, firsthand vocational information and personal attention but also makes Mr. X feel important.

IMPACT

RATE YOUR CAREER GUIDANCE PROGRAM

A Self-Administering Inventory of Programmatic Strengths

INSTRUCTIONS: For each of the questions you should answer yes or no for the program you are associated with. If you really can't apply an item to your program and it's not just a "cop out," you can respond with a "not applicable" (NA). Work fast. There's no point in trying to rationalize that you're doing something you're not.

Yes	No	NA		
___	___	___	1.	Does your staff typically have one or more discussions per month relating to labor market and/or economic developments?
___	___	___	2.	Did one or more members of your staff attend meetings on career planning and/or vocational development at APGA in Chicago?
___	___	___	3.	Has there been, during the past year, systematic assessment of the program by students who have gone through it?
___	___	___	4.	Has there been an organized means to obtain parental reaction, etc., to the career assistance received by their children during the past year?
___	___	___	5.	Have books and journal articles dealing with career guidance been systematically reviewed and discussed by your staff?
___	___	___	6.	Have one or more new career guidance procedures, identified through ERIC/CAPS or journals been adopted during the past year?
___	___	___	7.	Do alternative career guidance procedures to the established program exist for users, e.g., liaison with employment counselors, community centers, draft counseling?
___	___	___	8.	Have objectives for career guidance for each grade level been established?
___	___	___	9.	Have one or more members of your staff visited guidance programs in the state with the intention of examining these programs for possible items to adopt for their career guidance program?
___	___	___	10.	Has a proposal been developed to obtain additional funds from the state department for expansion of your career guidance program?
___	___	___	11.	Have new emphases and resources been introduced into the program to respond to the special career guidance needs of the culturally different, women, and school leavers?
___	___	___	12.	Does your program lead to the development of a career plan for all students, and is that program reviewed with each student yearly?
___	___	___	13.	Are members of the vocational education faculty members of the planning and decision making structure for the guidance program?
___	___	___	14.	Have relationships been established with the employment service for the sharing of information on local job opportunities, labor, and mutual work on counseling and placement for school leavers?
___	___	___	15.	Has placement been provided for all students and out of school youth?
___	___	___	16.	During the past two years, have members of the guidance staff attended workshops devoted to familiarization with new occupations developing in business and industry?
___	___	___	17.	Are student, self-directed occupational resources available?
___	___	___	18.	Through liaisons with individuals in industry and business, are you able to provide for occupational exploration activities by students?
___	___	___	19.	Are there in-school opportunities for students to explore and experience working at different occupations, e.g., clerical work, food service, computer operation, and plant maintenance?
___	___	___	20.	Are teachers in specialized areas encouraged to discuss and explore vocational opportunities with students?

Yes	No	NA		
___	___	___	21.	Have occupational resources been reviewed during the past year for such factors as recency of data, freedom from bias, and coverage of new occupations?
___	___	___	22.	Do you use older students to assist in career guidance activities with younger students?
___	___	___	23.	Does your career guidance program provide for planned interaction between students and professionals and/or volunteers?
___	___	___	24.	Have you worked with all teachers to help them develop career planning outcomes for their course offering, i.e., relate their subject in other areas to occupational areas?
___	___	___	25.	Does your school make available to all students a career exploration and planning unit and/or course which occurs within the classroom--for example, social studies class or special one semester course?
___	___	___	26.	Has your guidance staff conducted inservice training sessions for teachers on career development within the last year?
___	___	___	27.	During the past year, did you meet with parents to help them understand the nature of vocational development and to help them initiate plans for future support of their child's career plans, i.e., initiate savings for post-high school training?
___	___	___	28.	Does the career planning course represent the input and mutual planning of students, teachers, community representatives, and parents?
___	___	___	29.	In implementing your career exploration and planning curriculum, did you utilize a staff manual and special training sessions?
___	___	___	30.	When your staff designs new career guidance experiences, is it done with existing resources in mind, i.e., video tape equipment, movie projectors, etc. ?
___	___	___	31.	When you purchase a new guidance resource--for example, a filmstrip, career information file, or career books--do you immediately plan how the materials will by used by students and which type of followup counseling services will be offered?
___	___	___	32.	Does your career information center contain materials other than written materials --for example, tape recorded interviews, filmstrips, movies, and/or simulated work experiences?
___	___	___	33.	Are you aware of and do you use the services available to you from your local educational unit, such as your intermediate school district office? These services may include mobile units, localized career information services, computer services, etc.
___	___	___	34.	Are you actively working to stimulate school curriculum innovations which facilitate career exploration and trial, for example the mini-course concept where students sample a number of occupational areas?
___	___	___	35.	Whenever you use a new career guidance approach, do you evaluate the effectiveness of the guidance procedures being used--for example, in a group guidance session, the appropriateness of group size, group composition, and counselor interventions?
___	___	___	36.	Ater students have participated in career guidance experiences, do you collect data on their subsequent career planning behavior to determine whether the program objectives have been successfully met?
___	___	___	37.	Do you keep systematic records of all career guidance activities, i.e., number of students served, number of contacts with each student, and/or types of guidance activities, and present this data to the administrative staff as a basis for program support and funding?
___	___	___	38.	Do you periodically evaluate your career guidance activities to determine their relative effectiveness in comparison to other possible activities in terms of staff time and resources required?
___	___	___	39.	Do you continually collect data about the current status of past graduates and make this data available to current students for use in educational and career planning?

Yes No NA

___ ___ ___ 40. At least once a year, do you meet with other counselors in your system to review and/or revise career guidance objectives, thus insuring continuity for students as they progress from kindergarten through post-high school education?

___ ___ ___ 41. Do you have career guidance opportunities available for out of school youth and parents during other than school hours, e.g., evening hours, weekends?

___ ___ ___ 42. Do you provide the opportunity for out of school work-study programs for your students?

SCORING

Add up the number of "Yes's" you have circled and find your place on the scale below.

42-38	Right on! How about writing up your program and sending it to IMPACT.
37-33	You're second best -- try a little harder.
32-28	You're sitting on the fence -- forward movement is indicated.
27-23	You may know where it's at, but you're not there!
Below 22	You didn't exactly win the prize!!

Editor's Note: Each of the items in the inventory represents a function or program feature which the IMPACT assessors (or do you think assassins?) associate as desirable and needed. Collectively they represent the basics of an impactful program. Not every program can or probably should cover all the areas specified. But a program should cover most of them.

You may wish to group the items together in sub-classifications (program renewal, use of resources, accountability, etc.) and review how well you are doing in the different areas. In any case, don't sulk, or silently dream. Interact on how you scored and what it means. And if you're of the mind, let us know where you are about it all.

JUNIOR HIGH SCHOOL

Program Name: Small Group Counseling and Classroom Fishbowl

Sponsoring School: Naylor Junior High School

Address: P.O. Box 4040, Tucson, Arizona 85717

Counselor: Beverley Rowden and Jack Dyson

SMALL GROUP COUNSELING

The groups consist of ten eighth grade students and two counselors. They meet once a week for two full periods. The periods of the day are rotated so that the first meeting is during periods one and two, second meeting periods three and four, and so on. Each group meets a minimum of six times.

Participation in small group counseling is strictly voluntary. The counselors talk to all eighth graders in the traditional group guidance setting and explain what small group counseling is, laying out the objectives and purposes of the meetings. Each student is then given a card on which he can privately indicate whether or not he wants to participate. Absolutely no pressure is put on the students to volunteer. In over two and one-half years, an average of 300 students per year have wanted to participate. Selection of members for the groups is partially random, partially selective. There is an attempt to include in each group two or three students with known problems who would benefit from group counseling, and two or three students who seemed to have fairly normal social and emotional adjustment. The rest are chosen randomly from the stack of cards.

The meetings are relatively unstructured, and a climate of freedom is maintained so that students are able to engage in personal expression, exploration of feelings and interpersonal communication. Emphasis is upon interaction of group members in an atmosphere which encourages each member to drop their defenses, their facade, and enables him to relate directly, openly, and

honestly to other members in the group. The students come to know themselves and each other more fully than is possible in the usual social or school relationships. The climate of openness, risk-taking, and honesty generates trust which enables students to identify and hopefully change self defeating attitudes and behavior as well as test out and adopt more creative and constructive behaviors. This leads inevitably to more adequate and effective relationship with others in his every day life situation.

Confidentiality is absolutely essential in small group counseling. The importance of this is emphasized in the first session. The only other "rule" that is laid down in the groups is that we do not gossip or allow the meetings to become gripe sessions.

CLASSROOM FISHBOWL

This technique is used when a large number of students share a common problem. It is composed of an inner circle of ten students, a counselor and one vacant chair. Those remaining form an outer circle.

Members of the outer circle observe what is taking place and may participate by taking the vacant chair long enough to voice their opinion. Members of the inner circle freely discuss whatever they feel is pertinent to the problem at hand. The counselor acts as a facilitator.

BEHAVIOR MODIFICATION PROGRAM

In certain cases we have found a reward system to be very successful. Based on the systematic application of a reinforcement learning theory (developed by B.F. Skinner), the basic theory is that

behavior is governed by its consequences.

We have used a point system whereby each teacher can award one-half point for academic effort and one-half point for scholastic effort for each class. This would allow a maximum of 14 points per day. Depending on what motivates the child, a reward is given when a set number of points is reached. This could be a daily reward if 10 points were accumulated that day, or a weekly reward based on 50.

The focus is entirely on the positive. No attention is given misbehavior.

Uncooperative parents can defeat any productive change, so it is imperative to enlist the parents' help.

It is also absolutely essential that the contingencies be set up in advance and that the student clearly understands what to expect. If the desired behavior is achieved, (indicated by the accumulation of a certain number of points) the reward must come immediately, just as the withholding of reward must be absolute until the required number of points are earned. In this way only desired behavior is reinforced.

FAMILY GROUP COUNSELING

Family Group Counseling was organized to help bridge the communication gap that exists between parent and teenager, and to let parents know that their problems are similar to problems of many other parents.

Between eight and twelve parents make up each group and meet once a week for approximately one and one-half hours. The groups are relatively free of structure except that the main objective is to have frank open discussions of common problems encountered by parents of junior high aged boys and girls working toward solutions of these problems. The meetings were held at Naylor during the school day.

Program Name: Buddy Day

Sponsoring School: Williams Junior High School

Address: P.O. Box 427, Williams, Arizona 86046

Counselor: Richard Hoyt

This year we will initiate a "buddy day" for the purpose of orientation for 6th graders to our junior high school and 8th graders to our high school.

Students of the sixth grade will be assigned a buddy (boys with boys and girls with girls) in the seventh grade to help them find all the teaching areas in the junior high during orientation. Hopefully, the sixth graders will ask more questions of their student "buddy" than they would normally ask adults (the junior high staff) with which they are unfamiliar. Making friends and becoming familiar with the teachers and the facilities before the summer break will hopefully decrease some of the trauma of change between grade school and junior high school.

The entire process will take one school morning in April. The sixth graders will visit the seventh graders of the junior high school while the eighth graders are visiting the freshmen at the high school.

Each student will briefly meet with each teacher in the junior high and will get an idea of where to go, what is expected, what is taught, and what one does in each class. Boys will visit both shop and home economics as well the girls -- we allow both sexes to take either or both of these electives. Boys will meet the men's P.E. instructor and the girls vice versa.

All students will also attend a general meeting in the auditorium for an explanation of counseling services and to be split into groups of 20-25 so numbers stay small enough that questions will still be asked. Students are also introduced to their buddy at this meeting.

Students will return to their regular classes at their prospective schools for the afternoon session.

The counselor will attend the sixth grade classes the following week to preregister these students for the fall term. The high school counselor will do the same with the eighth graders.

Hopefully, preorientation in the form of a "buddy day" will eliminate many of the schedule changes students often make the first two weeks of school.

A follow up survey to both students and teachers at the beginning of next term will aid in the improvement and evaluation of this program.

Program Name: Room Management Plan

Sponsoring School: Barcelona School

Address: 4432 West Maryland, Glendale, Arizona

Counselor: Winnie Jones

I teach English and even at its best, seventh grade students seem to resent the English class more than any other class. I pondered over possible solutions for alleviating the pain.

By the time most of the boys get to seventh grade, they have completely turned off to English. They have met with failure for so long that they just block it out and either do nothing at all or as little as possible. Every succeeding year compounds the problem.

It was my opinion that there had to be a way to help the situation. I decided to place four students in a cluster. In each cluster, whenever possible, I would place two girls and two boys. I would try to put at least one good student in the group and two when they were available. There would be a chairman in each group.

The chairman would be responsible for the conduct and achievement of his group. He would come in ahead of the class, pass out the folders, and be in charge of seeing that they were in order. I then present a lesson and the group is responsible for the assignment as a group instead of individually. During the working time, each person attempts as much of the lesson on his own as possible. What he cannot do, he skips. Then when the chairman is finished, he checks with his group. They compare their answers and if there is disagreement they discuss it and the answers are changed until they all agree.

When there is a general discussion after each group has had its own discussion, then even the very slow student can raise his hand with confidence because he has the same answer

as his group, and he probably got the answer from the brightest member of the group, whose judgment he trusts.

Even if the slow students are copying, they are involved in an activity that would not be occurring if they were working on their own. There is much interaction in the group that is very beneficial from several standpoints.

Slower, undersirable students are mixed with brighter students. This is an exchange that often does not come about in other seating arrangements. The slower student often understands an idea presented by his peers that a teacher could never get across to him. The brighter student learns to share, and it makes him feel important to be in this capacity.

All of the work is kept in folders and the basis for grading is improvement. No homework is given. When a group is finished early, the members of the group are supposed to read for pleasure. They are to have a library book with them, but if they do not, they may get something to read from the reading shelves. After work is finished they may get a drink. This allows for some freedom of movement.

During some lessons, the group that finishes first and is correct, gets to help me check the other groups.

I feel this arrangement is more desirable than any other I have tried.

Sponsoring School: Mansfield Junior High School

Address: P.O. Box 4040, Tucson, Arizona 85717

Counselors: Gerry Gaul and Connie Haines

1. Career Orientation

Career and job opportunities section is set aside in the library. Language arts teachers cooperate in teaching a unit on career and occupational opportunities which includes an assignment to research a career of the student's choice.

2. Use of IBM Cards for Registration

IBM furnishes eight cards for each student--one for home-room and each class. To facilitate scheduling a throw box has been made to duplicate our schedule. As schedule is being made, cards are filed in proper slot. As cards are filed, the person filing calls out the room number, period and subject and a student recorder writes this information on a temporary student schedule. IBM cards then become teachers' class lists. If schedule changes are needed, they are easily made by switching cards. It should be noted that each school will find it necessary to work out details to its needs, but we feel that once this system is employed, it will be very useful. (For example, a schedule can be arranged in as little as one minute's time.)

3. Group Discussions

Group discussions are held every day for a period of one week as opposed to meeting once a week for six weeks. Counseling and guidance and psychology students from the university have been invited to participate in our group discussions.

4. Language Study Program

Individualized language study program where programmed learning of German, French and Spanish is available to capable students in lieu of reading. Counselors coordinate the program under the direction of Mr. Bockman, foreign language coordinator for District One.

Program Name: Counseling With Indian Students

Counselor: Michael W. Fretz

NOTE: Michael Fretz is currently a counselor at Apache Junction High School. The program described here was conducted on the Navajo Reservation when Mr. Fretz was counselor there.

Counseling with Indian students is a topic that arouses curiosity and speculation among people not acquainted with this cultural group. For counselors in schools with very small Indian populations, the curiosity often becomes a task fraught with serious frustration. The same difficulties face counselors new to reservation schools, where most or all of the students are Indian.

These counselor frustrations seem to be generated by certain assumptions made about Indians. Indians are assumed to be, because of their culture, different. Thus, it is frequently assumed that the techniques required in counseling them must be radically different from those used in counseling "average" non-Indian students.

The assumptions overlook the fact that Indians, like everyone else, are human beings. They respond to situations much as other people do. Differences exist, of course, but these are often overmagnified by both counselor and counselee.

Non-Indian Counselors

A possible means of overcoming such real or imagined cultural barriers is to have Indian counselors for Indian students. But this solution presents practical as well as theoretical problems. Indian counselors with training at the master's level are nearly nonexistent. This situation seems unlikely to change in the near future, although employment of trained Indian aides is gaining acceptance and promises to do much toward alleviating cultural problems.

More important, many educators -- the author included -- question the wisdom of having only Indians counsel Indians. Cross-cultural experience is a vital aspect of the educational program,

especially for the more isolated tribes such as the Navajo. Today's reservation youth face a future which will require them to interact with other cultures. Experience with such interaction in the counseling office as well as the classroom seems invaluable.

For these reasons, this article is concerned with the typical situation of non-Indian counselors working with Indian youth. More specifically, it is based on my experience in a public school on the Navajo Reservation.

Special Counseling Needs

Perhaps the best way to shed light on the situation confronted in counseling Indian students is to elaborate on the areas in which their needs contrast with those of middle-class, Anglo-Saxon students: those usually referred to as "average." In developing such a contrast, however, there is a risk of overgeneralization. It must be remembered that each student is an individual and that extreme differences exist among individuals of the same culture.

More time is required to establish rapport with Indian students than with others. Most Indian youngsters have experienced considerable trauma in their adjustment to the "white man's" school at the hands of the staff, some of whom are not as perceptive and patient as they might be. Negative experiences in the past make Indian students cautious, if not distrustful, of counselors and teachers. Lecturing and prodding by the counselor prove ineffective.

Patience and consistent, trust-inspiring behavior are required to overcome this resistance. Students judge the counselor by his actions, not by his words of assurance.

Indian students are less verbal during an interview than others. Shyness and lack of facility with English seem to be the prime reasons for their reticence. Many students, even in high school,

have difficulty phrasing complicated thoughts or questions in English. Self-conscious about this handicap, they are usually deliberate in thinking out responses before verbalizing them.

Consequently, the counselor must be alert for nonverbal cues and he must be able to endure silence. Although he may not be talking, the counselee is usually involved in some purposeful behavior, such as translating what has been said and thinking in his own language. If the counselor succumbs to his own need to fill the silence with the sound of his voice, he will interrupt the student's thought process and also deprive the counselee of the opportunity to speak when he is ready.

Career Planning

Indian students, because of their lack of experience with society at large and the generally low educational level of their parents, are less aware of the post-high school opportunities available to them than most students. As a result, the counselor must spend more time with each student in career planning, especially when detailing various opportunities to his counselees. He must avoid being selective in the information he presents and be willing to re-explain information without being condescending.

If the counselee senses that the counselor is impatient or bored, he will either fail to voice his questions, or terminate the interview with feigned understanding.

Printed materials are of minimal value with these students. The reading level of such material is unrealistically high and often causes the student to be misled, or to abandon a particular career option simply because he did not fully understand what he read about it. Printed information, displayed where counselees have easy access to it, can awaken interest in a particular career. But it must be backed up by individual counseling to ensure that students have an accurate understanding of the material.

Group explorations of careers are also minimally effective, because Indian students are reluctant to ask questions in a group. This is especially so if the group has been randomly selected or structured by the counselor. Although the reasons for students' reluctance are not readily apparent, they seem to include lack of facility with English, fear of displaying possible ignorance or misinformation, and a general desire not to make oneself conspicuous.

However, when two or three students interested in the same career visit the counselor for further discussion, group techniques do prove effective. In this case, of course, the group has formed itself and is usually composed of friends who feel free to be more open in one another's presence.

Indian students also face other intensified problems in the process of career development. Models of success are sparse and generally isolated from their personal experience. And parental support and encouragement are weak for a number of reasons:

1. Poorly educated parents have only a vague concept of higher education and its benefits.
2. Many parents fear the loss of income if their children go away to school and cannot help support the family.
3. Some parents believe that if their children leave the reservation for further education, they will lose contact with and respect for the traditional culture.
4. To both parents and students, the financial obstacles of further education seem insurmountable, although this is not the case when one considers the number of federally supported programs available to Indians.

Perhaps the greatest stumbling block confronting Indians in career planning is lack of future time orientation. The dominant culture believes in "planning ahead," but the Indian either simply "lives for today" or seems preoccupied with the past.

This dichotomy of value orientation presents real problems for counselors and counselees when they become involved with the multitudinous deadlines existing in the mechanics of career planning. The counselor must be prepared, in attitude and available time, to assist students with many crisis-of-the-moment situations.

In summary, career counseling with Indians is best accomplished through individual counseling. Sufficient time must be allowed for the counselee to slowly and deliberately explore occupational possibilities. If the counselor "pushes," he is likely to force the student to make a choice which will prove unsatisfying in the future.

Personal Problems

Personal problems are not readily discussed by Indian students. They are easily embarrassed and generally feel that the white man is so different that he cannot understand them. The Indian doubts that his feelings will be understood or seen as important by the counselor. This attitude of futility has been reinforced by the student's own experiences and those of his family.

Many students have come to expect not to be understood by a white man. Some, perhaps, even expect to be betrayed if they talk to a white man about personal problems. In some cases, students are influenced by Indian individuals who can cope in either culture and are accustomed to acting as a liaison between cultures.

To overcome these difficulties, the counselor must illustrate by his behavior, comments, and reflections that he is capable of understanding and caring.

Time and Techniques

If a single common solution to the problems faced in counseling Indian students exists, it is time.

The counselor must work as long and as often with his counselees as they require to solve their problems and plan their futures.

The problem of "not enough counseling time" is legend in almost every school, but its results seem especially disastrous for Indian students. They do not adjust to the necessity to hurry.

Counselors of Indian students, therefore, have a special obligation to work toward a role in their schools which will give them the time their students require. They must examine critically the job they are doing, formulate plans and concise reasons for improvement, and bring these plans to the attention of their supervisors.

To some, the "differences" in counseling with an Indian student may not seem to be differences at all. Counselors who have never seen an Indian will have faced the same problems. Any "differences " are mainly in "degree," not in the kind of problems involved. And if the remedies suggested here sound like nothing more than good counseling practices, then the question of techniques to be used in counseling Indians has been largely answered.

Program Name: Tuba City Junior High School Guidance-Counseling Program

Sponsoring School: Tuba City Public Elementary District #15

Address: P.O. Box 67, Tuba City, Arizona 86045

Counselor: Robert C. Jones

1971-72 GUIDANCE-COUNSELING PROGRAM

Individual Counseling and Group Guidance Classes on subjects of behavior, personality, opinions, attendance, drug abuse, alcohol, etc.

Social-Health Classes in separate groups according to sex (voluntary with parental permission).

Testing with such tests as the Otis-Lennon Mental Ability Test, the Nelson Reading Test, and a special local test for placement purposes; the 1971 edition of the Iowa Tests of Basic Skills (ITBS) for achievement; WISC for individual IQ; etc.

Career Education. In cooperation with the Coconino County Career Education Program, Tuba City Public School has initiated career education for Kindergarten through 12th grade. The Junior High has developed the exploratory level of the district plan. Each student in Junior High School (6-8th) has a career education record-folder containing test, survey and inventory results such as the Bobbs-Merill Jr.-Sr. High School Personality Questionnaire, an occupational inventory (6-8th); SRA "What I Like to Do" Interest Inventory (for 6 and 7th); the Differential Aptitude Test and the Kuder Interest Inventory (for 8th only); plus achievement scores from ITBS. Also included in the career folder are the student's career evaluation and a flexible plan, counseling interviews, class worksheets and reports, etc. The student is allowed to examine his or her folder with the aid of the counselor.

Eighth grade students have a concentrated Career Education class (guided by the counselor) exploring the world of work and occupations in general. Seven occupational clusters are

being examined by the class presently: transportation, construction, marketing and distribution, business and office, health, environmental protection, and home economics related jobs. As well as information through discussion, films, audio film-strips, film-loops, job kits and publications, the students are exploring occupations through field-trips and tours on the Navajo and Hopi Reservations, Page, Grand Canyon, Flagstaff and Phoenix for on-site experience in groups of less than 30; guest speakers from the reservations and elsewhere in Arizona give the students more information about specific jobs.

We believe the curriculum must be more relative to the students' needs. Through Career Education by the teachers and counselors, the curriculum can be developed in better ways to prepare students for the vocational-professional selections and the "real" world.

Source: "Communique" -- January, 1972 issue -- "Research Findings"

It would seem that the social attractiveness of a counselor is an irrelevant issue under circumstances where his expertise is sought regarding opinions and information. This was indicated in a series of simulated interviews where student volunteers were found to perceive their highly attractive (warm, smiling, pleasant)interviewer or highly unattractive (cold, bored, apathetic) interviewer very differently -- though the same interviewers at different times portrayed both roles. In spite of violently different feelings regarding the interviewers, the students were equally influenced by them in assessing their own achievement motivation. However, this apparently equal influence was not perceived as such. The students felt less aware of having been influenced by the more attractive individuals.

Journal of Counseling Psychology, 18(4), p348-351

Comment: Keep up that warm regard when you're interviewing or disseminating information if you don't want your clients to feel controlled by you.

Parents tend to agree with counselors with respect to what the junior high school counselor should be doing. A detailed survey taken in a midwestern, rural, middle class community revealed that parents and counselors perceived vocational, educational, and personal social counseling, as well as testing and diagnosis and other counseling profession responsibilities, as important. There was some feeling, though, that counselors could not perform all of the appropriate functions because of lack of time. A significant difference manifested itself between parents of children at different levels of achievement. Unlike counselors

themselves or parents of high or medium achievers, many parents of low achievers approved of the idea that counselors should do clerical work, and relatively few of them perceived the counselor's role as including testing and diagnosis.

The School Counselor, 18(5), p356-361

Comment: Most parents are anxious to work cooperatively with the school to help their children; and parent contact, both individually and in groups, should be sought. Parent conferences would be of particular benefit to parents of low achievers, helping them understand how counselors can be of help to them and their children. Other local communities could also profit by conducting similar studies to determine parent perceptions of the role of the counselor and to give guidance for future planning.

What you are today is dependent upon what you were yesterday, and how you cope today is dependent upon how you coped yesterday. Learning research suggests that those coping behaviors which are reinforced in one crisis will be stronger in following crises, while those not receiving encouragement are likely to be severly weakened. Study results supported this hypothesis and indicated that the impact caused by a crisis was also important in determining future coping behaviors.

American Journal of Orthopsychiatry, 41(5), p822-829

Comment: Like all learning, satisfactory coping comes from experience. If we continually smooth ruffled waters for our children, they will never develop the mechanisms for successful coping. Let us permit some of the normal crises of childhood to provide this vital learning arena for our youngsters.

Communique (3)

Attack the head and the body will fall. So goes the adage. It can be equally applicable to behavior management in the classroom, for by "attacking" the maladaptive child you can often alter the behavior of the entire class. A study carried out in five classrooms, using several behavior modification techniques on target pupils, found strong evidence that a ripple effect exists. Not only do the behavior modification techniques increase the frequency of adaptive behavior and decrease the frequency of maladaptive behavior of the target children, but they similarly affect the behaviors of classmates. Just as the ripples caused by casting a stone across the water will create stronger impulses nearest the point where the stone first touches the surface, so will the application of modification techniques to a target child increase the positive behaviors of those nearest to him in the classroom setting.

Dissertation Abstracts International, 31(12)
p6395-A.

Comment: You don't have to go to the beach to create waves.

Does yelling really make a difference? Not according to results of a study which sought to determine the extent to which verbal response affected the learning of underachievers! Praise elicited far better performances among a group of fourth grade underachieving boys than did reproof or silence. In fact underachievers receiving praise could learn at a rate equivalent to achievers who were receiving praise, while those receiving reproof took longer to master vocabulary lists than did achievers who received reproof.

Dissertation Abstracts International, 32(3),
p. 1336-A

Comment: If you can't say something nice, try harder.

Communique (4)

What really makes a youngster decide whether or not to go to college? A study of a national sample of adolescents concludes that the general level of socioeconomic status of the family and the expectation of both peers and parents are the major determining factors in college decisions. Actually, parents have a much greater influence than do peers, although peer groups and high school subcultures also have an influence on adolescent college aspiration.

Dissertation Abstracts International, 31(12), p. 6734-A

Comment: Even though parents are supposed to be separated from their teenagers by a generation gap, it looks as if they have more going for them than they realize. If they feel that their children are potential college material, they have it within their power to influence them to attend.

An assessment of students' feelings towards schools and teachers may be one way of spotting students who are potential dropouts or potential delinquents. When a comparison was made of delinquent and nondelinquent boys perceptions about their school experiences, the delinquent group held less desirable perceptions of school. The rate of repeating one or more grades in school was nearly four times as great for delinquent boys. A greater percentage of delinquent than nondelinquent boys felt that no person had made special efforts to help them in school.

Dissertation Abstracts International, 32(1), p. 151-A

Comment: The research suggests the need for teachers, counselors, and parents to be more concerned about students' feelings toward school and their needs for acceptance. Programs might be developed that would assess students' perceptions toward school as a means of identifying potential delinquents and school dropouts.

Bureau of Preventive Services
2980 Grand Avenue
Phoenix, Arizona 85017
271-5458

SERVICES OFFERED BY THE BUREAU

The Bureau:

(1) Acts as an information clearing house for delinquency prevention through its publications, The Arizona Youth Atlas, About That Ounce, and the Directory of Youth Services in Arizona;

(2) On request, conducts special studies for delinquency prevention;

(3) On request, makes speeches and arranges conferences;

(4) Maintains a loan library containing over 500 items;

(5) Furnishes technical assistance in program design and grant writing to agencies developing prevention programs and;

(6) Provides training programs for volunteer groups and agencies working with youth.

ELEMENTARY

Program Name: Making the Most of What You Have

Source: "Communique" April, 1972

Author: Ronald and Peggy Lippitt

TECHNIQUE ONE

Legitimize the use of like-age peers as noncompetitive resources that seek and give help to each other.

Here is an example of how this goal could be accomplished in a fourth grade classroom.

Create a Classroom Resource Bank. On the wall in the back of a fourth-grade classroom is a copy of the Classroom Resource Directory, entitled "Who's Good at What in This Class?" It contains a separate page of information about each student and an index of resources, with names for each item -- e.g., "American History" (Jerry, Nancy, Eldridge); "Basketball" (Jackie, Peggy, Larry); "Computer" (Tim, Mary, Jack); "Settling Quarrels" (Sonia, Mildred, Tim). To develop this directory, students paired to interview each other with a prepared interview schedule designed to elicit many types of resource materials. The first version of the directory was revised to include additional information the children and the teacher learned about each other's resources.

The teacher encourages and supports active use of the directory at any time and makes frequent referrals to it when approached for help. Several good class discussions have been conducted about skills involved in being a good helper and an intelligent help seeker. Now the class is beginning a directory of adult and child human resources (a) in the entire school building and (b) in their community. This procedure can work from first grade through high school.

Communique (2)

Develop peer group norms that support thorough utilization of available adult resources. All children need (and most would like) active, supportive relationships with interested adults -- teachers, parents, club leaders, and others. But the climate of intergenerational conflict and attitudes about authority prohibits many children and youth from reaching out to an adult for help. The collusion of noncommunication and ignorance leads pupils to feel that most of their peers would actively disapprove of their being friendly toward or working too actively to please the teacher -- or even of their seeking needed help from an adult-resource. On the other hand, teachers and parents worsen the situation by a continuous invitation to "tell" children what resources to use, without arriving at joint goals and plans which include the children. As a result of a variety of skilled defenses against "being told," the young reject, avoid, or at best, tragically under-utilize their adult mentors.

A curriculum project in "How to Use Grown-Ups" has proved to be an effective way to help children break the vicious circle of child-adult hostility that appears to be spreading throughout our society, even at the lower elementary level.

The project starts with analysis by the class of a preplanned role-playing episode in which a teacher (one of the children) conducts a lesson with three pupils. One of the three soliloquizes reluctance to ask for help because of concern about "what the other kids will think." Another sees the teacher as disliking him. The third feels the teacher will be disappointed if he is unable to "do it alone."

Observation teams of three or four students discuss their interpretations of why role-playing children are using the teacher inadequately and how teacher and children might behave differently to relate better and learn more. Often this advice is tried out in a

new episode. The open analysis and discussion effectively develop new expectations and norms about child-initiative in seeking and utilizing resource helpers.

For more information on these programs or on the Cross Age Helping Program write to Cross Age Helping Program, CRUSK, University of Michigan, Ann Arbor, Michigan 48105.

Comment: Although the techniques described are designed primarily for use with elementary students, the creative counselor could develop and implement these and similar techniques to accomplish the same goals with secondary or college students and teachers. All too often, students, counselors, teachers, and administrators fail to take full advantage of the real strengths they possess.

INCREASING ACTIVITY LEVEL THROUGH ASSERTIVE BEHAVIOR MODELING

Ronald Katz

Client O. was socially withdrawn, depressed, and confused. He confessed to the therapist an inability to commit himself to anything -- "to have desires." Undoubtedly, every counselor at one time or another must work with the youngster who is so passive that he is always on the outside looking in. Because of the nature of the helplessness and withdrawal exhibited by such clients, it is difficult to initiate assertive training. Presented here are the techniques utilized by one therapist (Ronald Katz, 1971) to help just such a client.

Katz devised a two-part treatment plan. Part One aimed at overcoming the client's inability to recognize and be honest about his own feelings and to establish goals. Part Two sought to implement specific tasks suggested by Part One. Katz set out to model assertive reactions through several means. Affrontive behavior was modeled as a response to client concern over feeling guilty about his negative behaviors. The focus was away from the client's areas of inadequacy and guilt and toward modes of expressing his needs and wishes into action vis a vis other people. For example, when Client O. reported that his parents nagged him over his laziness and that he felt frustrated at being unable to respond, Katz said, "Who are they to tell you? They had a chance to flounder; now it's your turn. Don't you work until you're good and ready. Tell your parents you've got troubles and you're trying to figure out the best thing to do." After several sessions of such modeling, Client O. reported fewer instances of becoming upset and guilty when he was nagged even though he was not able to tell his parents to "get off his back."

Client O., like those who are socially withdrawn and virtually friendless, was also easily confused and always anxious. Although he was desirous for new experiences, he seemed fearful and uncomfortable about actually undertaking them. Katz helped him sort out those areas which were appealing but made him fearful, and insisted his client not participate in these new experiences until he felt comfortable about them. The therapist reports that he was deliberately far more opposed than the client to the client's pursuing new

experience. The client, relieved of responsibility for pursuing such new experiences, was free to express more and more interest in the feared experiences and in other experiences which were of interest but less threatening to him.

While part of the assertive training had stressed, where appropriate, the incorrect behaviors of others in efforts to relieve the client of excessive guilt feelings, at some point it also becomes essential to deal with the client's own resisting behaviors. When asked by the therapist to do something, the client often would not do it and then feel very guilty. By stressing the client's responsibilities in such situations yet keeping the time constraint open and breaking tasks into graduated steps, the therapist was able to effect some positive behavior changes.

Expressing anger and frustration was most difficult for client O. Typically the client expressed neither, allowed himself to be taken advantage of, and ended up, invariably, frustrated and angry with himself. Katz again used assertive behavior modeling, shifting the blame to the guilty parties. ("The nerve of him! Who does he think he is? What are you getting depressed for? Make him depressed -- because he cheated you.") The client was encouraged to express more selfish rather than selfless behavior in his dealings with others. At the same time he was encouraged to think clearly about new areas of experience but not actually to enter them until he felt fully comfortable in doing so. Being able to "toy" with an idea -- explore it fully and without time limits, and execute it only when he felt comfortable with it, or dropping it if he did not -- led the client, after six weekly sessions of therapy, to feel better able to cope with both his feelings and behaviors.

Comment: While it is true that the type of therapeutic relationship described here must be carried out on a one-to-one basis and is therefore time consuming for the busy school

counselor, it is also true that only a small number of students require this type of behavior re-modeling. An investment of one hour weekly would be well worth the price if it served to restructure chronic passivity into positive activity. Such an investment might well create a participating human from a piece of inert, guilt-ridden protoplasm.

Program Name: Utilizing Peer Power to Influence the Peer Group

Sponsoring School: Alhambra School District

Address: 3001 West Hazelwood, Phoenix, Az. 85017

Counselor: Sandra Hungerford

Summary:

Alfred Adler states, "A person's life style is the sum total of attitudes, goals and beliefs the person developed in an attempt to find a place for himself." We also know that we rely on past knowledge to formulate our present judgments. It is with this in mind that we have formulated this program to expose classroom leaders to a variety of activities and value possibilities.

We will identify up to five children demonstrating leadership abilities in the selected classrooms.

We will work with these children on a variety of activities, both in the classroom and outside. Such activities will be designed to broaden their skills and abilities, help them become more adept at meeting people and handling situations, and generally more aware of themselves, their school and community environment.

These activities will help the child become more aware of:

Social skills

Creative endeavors

Leisure time activities

Career opportunities

Community agency operations

Personal interactions and self awareness

In general, these activities would provide an introduction to formulating his own set of values. After a child has become familiar with some activity or skill which he feels his classmates can benefit from, he will then work with the Counselor to help present this to the class. He will make the necessary arrangements with the teacher, principal, fellow classmates, resource agency or person involved. We believe this will afford the following benefits:

The leader will gain awareness of the available opportunities in his community, plus the responsibility for presenting information to his class. He will deal with his teachers and principal on a constructive basis. He will be afforded positive classroom status. He will gain insight into his own values.

Summary of Proposed Title III Activity - Previewing New Songs for KRIZ Radio

Bruce Turner, Music Director for KRIZ Radio, has agreed to cooperate in a project with us, whereby KRIZ Radio will loan us ten new records every two weeks so the classes participating in our project might listen to the records and rate them. KRIZ will then make note of the ratings on the radio.

The counselors will tape the records and deliver them to the class leaders. The leaders will be responsible for arranging with the teacher to play the tape (one song at a time or all at once, whichever is more convenient). The leaders will pass out the rating sheets, give the names of the songs to the students, pick up their rating sheets and summarize them onto one sheet for the counselor. The counselor will then pick up the tape and rating summary sheet and have the results back to the school by the following Monday. The leaders can announce the ratings to the classroom and arrange to give a copy to the

principal if he is interested in announcing the results to the entire school, or would like to post it on the bulletin board.

A tentative summary schedule will follow:

MONDAY	Counselor will tape the records and distribute the tapes to the classroom leaders with rating sheets.
TUESDAY WEDNESDAY	Class leaders will arrange to play the songs for the group and summarize the ratings.
THURSDAY	Counselor will pick up the tapes and summary sheets -- compile rating lists.
FRIDAY	Counselor will deliver lists to leaders.

The ratings will be done only in the twenty-two classrooms the Title III Project is working with and they will be divided into 5-6 grade ratings and 7-8 grade ratings.

The Alhambra School District Title III Program is using a unit approach to the study of laws. The laws unit will attempt to use a three-phase approach to afford a greater understanding of laws by the students. The unit will cover general law, law enforcement, and punishment or rehabilitation.

The general law portion of the unit will include classroom study of existing laws and their development, as well as lecture-answer sessions with members of the Maricopa County Bar Auxiliary.

Law enforcement aspects of the unit will be handled through the Public Relations Department of the Phoenix Police. Their portion of the unit will include classroom activities and

possibly a session with a member of the Phoenix Police, as well as a limited number of experiences in the "ride along" program of the Police Department.

The punishment or rehabilitation portion of the unit will include visitation to various levels of courts. The possibility of visitation to correctional facilities is being explored at the time of this writing.

TITLE III PARENT STUDY GROUPS

In connection with the Alhambra School District No. 68, Title III Program, the counselors are conducting parent study groups.

Each group contains between 14-18 members and is voluntary. The only requirement is for participants to purchase the book, "Children, The Challenge" by Rudolph Dreikurs, and to attend the ten meetings. Each of the groups will be run by a Title III Counselor.

The participation in the group is through interaction of the parents. As they progress through each chapter, they discuss the problems and solutions described and relate experiences which could be of benefit to other members.

The Dreikurs' philosophy is primarily that of family cooperation and responsibility to self and other family members.

The groups that have been run prior to this date have been met with enthusiasm and have been informative and interesting.

Program Name: An Adlerian Approach to Family Counseling

Sponsoring School: Central School, Eloy Elementary School District

Address: P.O. Box 728, Eloy, Arizona 85231

Counselor: Howard Russell

The following is how family counseling is being done at Central School Community Guidance Center, Eloy, Arizona.

Personnel:

Counselor
Co-Counselor
Children's Director
Assistant Children's Director
A family to be counseled
Other families observing and commenting

Place:

Central School Community Guidance Center - Counseling area. Gym next door to the Center is used for the children of the families that are not being counseled and the children of the family being counseled when their presence is not required in the counseling area. This is supervised by the Children's Director.

Time and Sequence:

Total of about 90 minutes:

1. Parents, about 60 minutes (includes Children's Directors' report)
2. Children, about 20 minutes
3. Parents (or parents and children), about 10 minutes.

Families:

One family being counseled. Other families observing, asking questions, and/or making comments on occasion.

Seating Arrangement:

In a circle. If the group is too large for a reasonably-sized circle, then others in chairs are seated behind half of the circle so that each one can see and hear the family being counseled.

Steps usually taken with the parents in the first part of the session:

1. Constellation of each parent (optional)
2. Family constellation of present family
3. Guesses as to problems, etc. (optional)
4. Parents tell problems, needs, and/or other needed information
5. Talk of a typical day
6. Encouragement is given at every opportunity
7. Children's Director reports on the activities of the children of the family being counseled.
8. Any further enlightenment and encouragement at this time.

Steps usually taken with the children in the session:

1. Questions regarding sibling interaction and interaction of children with their parents, with others, and as to activities.
2. Special problems, if any
3. Positive suggestions (Encouragement is major. Competition is played down)

Steps usually taken with the parents in conclusion -- (usually without the children being present):

1. Any further enlightenment and understanding
2. Positive suggestions reinforced or further considered
3. Agreement on date for next family counseling session

Resource Book:

Adlerian Family Counseling, A Manual for Counseling Centers, Edited by Doctors Rudolph Dreikurs, Raymond Corsini, Raymond Lowe, and Mansford Sonstegard. Eugene, Oregon: The University Press, University of Oregon, 1959.

The following information is from Central School Counselor's Guidebook for teachers and from other sources.

THE CHARACTERISTICS OF THE FAMILY CONSTELLATION

Mrs. Floy Pepper

In this study we shall be concerned with the child's experiences in the family. His opportunities and barriers, challenges and expectations, ambitions and frustrations are strongly influenced by his position in the birth order of the family. An insight into these dynamic forces can aid the parents or adults in taking a more effective course of action.

Of greatest concern in this relationship is the impact of the family upon the personality of the child. These experiences in the family are the most important determinant for his frame of reference for perceiving, interpreting, and evaluating his world outside the family. The knowledge, habits and skills which he acquires in the home largely determine his capacity for dealing with outside situations.

A basic assumption is made that personality and character traits are expressions of movement within the family group. This is in contrast to other assumptions which attribute the main development to heredity, psych-sexual development, general individual development principles, or strictly environmental stimulations. The concept of the family constellation as a dynamic explanation, sees the development not so much the result of factors which converge on the child, but that of his own interpretation and related interaction. He influences the group and other members of the family as much as he is influenced by them, and in many cases, even more so. His own concepts force them to treat him the way he expects to be treated. Each child in his early relationships to others is his effort to gain a place in the group. All his strivings are directed towards a feeling of security -- a feeling of belonging -- that the difficulties of life will be overcome and that he will emerge safely and victoriously. Dreikurs states that "he trains those qualities by which he hopes to achieve significance or even a degree of power and superiority in the family constellation."

Human beings react differently to the same situation. No two children born into the same family grow up in the same situation. The family environment that surrounds each individual child is altered. The environments of the children within the same family may be different for several reasons:

1. With the birth of each child, the situation changes.
2. Parents are older and more experienced.
3. Parents may be more prosperous and own home.
4. Parents may have moved to another neighborhood.
5. Possibility of step-parent -- due to divorce or death.

Other possibilities or factors which may affect the child's place within the family group are: a sickly or crippled child, a child born just before or after the death of another, an only boy among all girls, the only girl among all boys, some obvious physical characteristic, an older person living in the home, or the favoritism of parents toward a child. Adler states that "the dangers of favoritism can hardly be too dramatically put. Almost every discouragement in childhood springs from the feeling that someone else is preferred. Where boys are preferred to girls, inferiority feelings amongst girls are inevitable. Children are very sensitive and even a good child can take an entirely wrong direction in life through the suspicion that others are preferred."

Adler taught that in the life-pattern of every child there is the imprint of his position in the family with its definite characteristics. He pointed out that it is just upon this one fact -- the child's place in the family constellation that much of his future attitude towards life depends.

THE ONLY CHILD

The only child has a decidedly difficult start in life as he spends his entire childhood among persons who are more proficient. He may try to develop skills and areas that will gain approval of the

adult world or he may solicit their sympathy by being shy, timid or helpless.

1. Usually is pampered child -- and if a boy has a mother complex.
2. If boy, sometimes feels that his father is his rival.
3. Enjoys his position as the center of interest.
4. Usually is interested only in himself.
5. Sometimes has a feeling of insecurity due to the anxiety of his parents.
6. Usually are not taught to gain things by own effort; merely to want something is to have it.
7. If his requests are not granted, he may feel unfairly treated and refuse to cooperate.

THE FIRST CHILD

The first child has a threatened position in life; his being the oldest should entitle him to the favored spot, and frequently does. However, he may become discouraged upon the birth of the second child, and refuse to accept responsibility.

1. Is an only child for the period of time and has therefore been the center of interest.
2. Has to be first -- in the sense of gaining and holding superiority over the next children.
3. Becomes a "dethroned" child with the birth of the second child. (Sometimes feels unloved and neglected. He usually strives to keep or to regain his mother's attention by positive deeds; when this fails, he quite often switches to the useless side and may become obnoxious. If his mother fights back, the child may become a problem).
4. Could develop a good, competent behavior pattern or become extremely discouraged.
5. Sometimes death wishes or expressions of hate are directed toward the second child.
6. Sometimes strives to protect and help others in his struggle to keep the upper hand.

7. If the first child is a boy followed by a sister -- within a short time:
   a. Personal conflict may become a pattern of sexual discord.
   b. Girls develop faster than boys during one to seventeen and press closely on the heels of the first child.
   c. The boy usually tries to assert himself because of social preference for boys and may take advantage of his masculine role.
   d. The girl may develop a feeling of inferiority and push on.

THE SECOND CHILD

The second child has somewhat of an uncomfortable position in life and usually takes a steam-engine attitude, trying to catch up with the child in front and feels as though he is under constant pressure.

1. Never has his parents undivided attention.
2. Always has in front of him another child who is more advanced.
3. Feels that the first child cannot be beaten which disputes his claim of equality.
4. Often acts as though he were in a race. Hyper-active and pushy.
5. If the first child is successful; the second is more likely to feel uncertain of self, of his abilities.
6. Usually is the opposite of the first child. (If the first child is dependable and "good" -- the second may become undependable and "bad.")
7. Becomes a "squeezed" child whenever a third child is born.

THE YOUNGEST CHILD

The youngest child has quite a peculiar place in the family constellation and may become a "speeder" because he is outdistanced and may become the most successful; or he may become discouraged and have inferior feelings.

1. Is often like the only child.
2. Usually has things done for him -- decisions made, and the responsibility taken.
3. Usually is spoiled by the family.
4. Finds himself in an embarrassing position -- is usually the smallest, the weakest and above all -- not taken seriously.
5. May become the "boss" in the family.
6. Either attempts to excel his brothers and sisters or evades the direct struggle for superiority.
7. May retain the baby role, and place other in his service.
8. Often allies with the first child as being different from the rest.

THE MIDDLE CHILD OF THREE

The middle child of three has an uncertain place in the family group -- and may feel neglected; he discovers that he has not the privileges of the youngest nor the rights of the older child.

1. May feel unloved and abused.
2. Becomes a "squeezed child" whenever a third child is born.
3. May hold the conviction that people are unfair to him.
4. May be unable to find his place in the group.
5. May become extremely discouraged -- and more prone to become a "problem" child.

MIDDLE CHILDREN -- LARGE FAMILY

Children who come in the middle of a family usually develop a more stable character, and the conflict between the children tends to be less fierce. In other words, the larger the family, usually the less conflict and strife among the children.

GENERALIZATIONS

Every brother and sister has some pleasant feelings and some unpleasant feelings about each other. They are likely to have pleasant relations when they satisfy one another's needs. Since each child feels differently toward each brother and sister, the relationship of any two of them is very special. As each member strives for his own place within the group, the competing opponents watch each other carefully to see the ways and means by which the opponent succeeds or fails. Where one succeeds, the other gives up; where one shows weakness or deficiencies, the other steps in. In this way competition between two members of the family is always expressed through differences in character, temperament, interests and abilities. Conversely, the similarity of characteristics always indicates alliances. Sometimes, the two strongest competitors show no sign of open rivalry, but, rather, present a close-knit pair; nevertheless, their competitive striving is expressed in personality differences. One may be the leader, the active and powerful protector, while the other may lean and get support by weakness and frailty. There are cases where strong competition did not prevent a mutual agreement, but, rather, permitted each to feel secure in his personal method of compensatory striving.

If there is quite a number of years between the birth of children, each child will have some of the characteristics of an only child. Perhaps there will be two families -- one set of children, then a space of years, then another set. Whatever combination may first exist, with the space of years the situation changes and shifts, but basically the above characteristics remain the same.

The development of an only girl among boys or of an only boy among girls presents a ticklish problem. Both usually tend to go to extremes -- either in a feminine direction or masculine role. In most cases, both would be somewhat isolated and have mixed feelings and emotions. Whichever role seems to be the most advantageous will be the one adopted.

Every difficulty of development is caused by rivalry and lack of cooperation in the family. If we look around at our social life and ask why rivalry and competition is its most obvious aspect; indeed, not only at our social life, but at our whole world -- then we must recognize that people everywhere are pursuing the goal of being conqueror, of overcoming and surpassing others. This goal is the result of training in early childhood, of the rivalries and competitive striving of children who have not felt themselves an equal part of their whole family.

From the moment of birth the child acts, thinks, and feels in response to his world in accordance with how he experiences or perceives it; and the way in which he experiences or perceives his world is to him reality. What actually happens to the individual is not as important as how he interprets the situation. With this in mind, we must remember that it is not the position in the family sequence that is the decisive factor, but rather the situation as the child interprets it.

The child's position in the family sequence shows how a child uses his situation and the resulting impressions to create his style of life, his pattern of movement, and his characteristic traits.

SOME BASICS IN HANDLING CHILDREN

The golden rule: "Do for others just what you want them to do for you." Or, "treat others as you want them to treat you." Democracy is based on the golden rule, for it implies equality of and respect for individuals.

Mutual respect. Equality, an inalienable right of all human beings, is the basis for mutual respect.

Encouragement. This involves faith in the child as he is and not necessarily in his eventual capacity. A child demonstrates unacceptable behavior when he is discouraged -- he believes that success is

not possible through useful channels. The child needs encouragement as much as he needs food and liquids.

Reward or punishment. These do not work as perhaps once they did. A reward is thought of by the child as his right and he expects a reward for each accomplishment. The child feels that if he is punished, he has the same right to punish others. A child's retaliation is often more effective than the adult's punishment.

Natural and logical consequences. The reality of the situation is utilized, rather than personal power. Through this, the needed pressure can be exerted to stimulate the correct motivation. This is especially workable with attention-getters and then only when there is no danger to the child. Natural consequences come as a direct result of the misbehavior of the child, i.e., the child runs instead of walking and falls and bruises his arm. Logical consequences are implemented by the parents and are a direct and logical result of the child's misbehavior -- the child forgets his lunch, he is not allowed to call his mother to bring it and he is not allowed to go for it, so he does without lunch.

Action instead of words. This is used when there is conflict between adult and child. A child may become "teacher-deaf" and respond only when the teacher's voice is raised, implying some immediate action. The child's response is only for the moment. Any talking should be pleasant and not punitive.

Take time for training children. A teacher may have to teach the students essential skills, routines and habits. If training is needed and time is not taken to do so, the teacher will spend much time correcting an untrained child.

Do not do for child what he can do for himself. A so-called "dependent" child is a demanding or bossy child. The abilities of children are often underestimated. When adults fail to give children opportunities for responsibilities, then children become irresponsible, usually.

Play down the mistakes of the child. Major on successes. Every person makes mistakes. Courage is needed to be imperfect and to live an imperfect life. Build on strengths. Support successes. Create situations where success is easily possible.

Be concerned with what you do rather than what others do. When one uses the full potential of one's own positive and constructive influences, one does not have time to be concerned with what others may do to the child in the learning area. Over-protection usually takes away the child's courage and ambition.

Pity is dangerous. Pity may cause more harm to the child than the actual difficulty. One's ability to take life in stride is one of the satisfactions of life. Feeling sorry for someone results in self-pity which leads to the conviction that life owes one much.

Understand the child's goal. There is purpose in a child's every action. The child's place in the group is his basic intention. In an unacceptable way, the misbehaving child mistakenly seeks to gain social acceptance. Social status has been achieved by the well-adjusted child and he meets the group's requirements by making useful contributions to the group.

A child's misbehavior may be one or more of four goals. A misbehaving child is a discouraged child. Even though the child is usually unaware of his mistaken behavior goal, his actions are logical to him:

1. Attention-getting mechanism (AGM). The child desires attention and service.
2. Power. The child wants to be the boss.

3. Revenge. The child wants to hurt others.

4. Inadequacy. The child wants to be left alone.

The adult reacts to a child's misbehavior goals:

1. To AGMs, the adult feels annoyed and may want to remind and to coax the child regarding the misbehavior.

2. To power, the adult feels angry or provoked and may think, "You won't get away with this!"

3. To revenge, the adult feels deeply hurt and may think, "I will get back at you."

4. To inadequacy, the adult feels like giving up on the child and thinks, "I have no idea what to do."

Stop and think before following one's first impulse. Carrying out one's first impulse when a child misbehaves usually satisfies the child's unacceptable behavior instead of correcting or helping the child.

An effective counteraction is withdrawal. Withdrawal is not compromise nor surrender. It is very effective if a child wants a power struggle or demands unnecessary attention. The child receives no satisfaction if no one pays any attention to him.

One withdraws from the incident and not from the child. In times of conflict talk should cease. Afterward friendly conversation and pleasant interaction are necessary. Give attention when the child is cooperative.

Have fun together occasionally. This aids in developing a relationship that can be based on mutual respect, confidence, trust, and a feeling of belonging. Sharing exciting and interesting experiences, playing together, and working together can lead to a closeness that fosters appreciation,

Central School, Eloy (14)

A classroom student council can help teach democracy. This gives each student an opportunity to express himself freely in matters concerning the class group and to participate in the responsibilities as a member of the class. This is not a time for the adult to "lecture" the class. Agreements need to be reached. It should not become a "gripe" session. The emphasis needs to always be, "What can we do about the problem or situation?"

Raising children is quite similar to the game of bridge. If you over-bid your hand, the children will call your bluff and you will go down in defeat. If you underbid your hand, you cannot be effective -- Dr. Rudolf Dreikurs.

UNDERSTANDING A CHILD'S MISTAKEN GOALS

Goals of Misbehavior	Child is Saying	Teacher or Parent feels	Child reacts to reprimand by	Some suggested corrective measures
Attention Getting Mechanisms (AGM)	I count only when I am being noticed or served.	Annoyed. Wants to remind, or coax. Delighted with "good" child.	Temporarily stops disturbing action when given attention.	Ignore. Answer or do the unexpected. Give attention at pleasant times.
Power	I count only when I am dominating, when you do what I want you to do.	Provoked. Generally wants power. Challenged "I'll make him do it." "You can't get away with it."	Intensifies action when reprimanded. Child wants to win, to be the boss.	Extricate self. Act, not talk. Be friendly. Establish equality. Redirect child's efforts into con - structive channels.
Revenge	I can't be liked, I don't have power, but I'll count if I can hurt others as I feel hurt by life.	Hurt, mad. "How could he do this to me?"	Wants to get even. Makes self disliked.	Extricate self. Win child. Maintain order with minimum restraint. Avoid retaliations. Take time and effort to help child.
Inadequacy	I can't do anything right so I won't try to do anything at all. I am no good.	Despair. "I give up."	No reprimand, therefore, no reaction. Feels that there is no use to try. Passive.	Encouragement. (may take a long time). Have sincere faith in child's ability.

HELPING DEVELOP RESPONSIBILITY IN CHILDREN

The following Benjamin Franklin-type sayings for parents might have some merit for other adults. They are credited to Constance Foster.

1. Watch for your child's first attempts to help you or to do things for himself. Encourage these attempts.
2. Give a child credit for trying to help out.
3. Don't criticize or condemn poor results. Graaually and tactfully steer toward better ones.
4. Know when a child is ready for larger responsibilities and then let him take them on.
5. Let young people know that you trust and have confidence in them.
6. Always try to set a task or a goal that you think the child has a reasonable chance to achieve.

MISTAKEN GOALS (IN DETAIL)

MINOR DISCOURAGEMENT ↕ MAJOR DISCOURAGEMENT

INCREASED SOCIAL INTEREST ← USEFUL / USELESS → DIMINISHED SOCIAL INTEREST

Active Constructive	Passive Constructive	Active Destructive	Passive Destructive	GOAL
"success" cute remarks excellence for praise and recognition, performing for attention, stunts for attention, being especially good or industrious or reliable (may seem to be "ideal" student, but goal is self-evaluation, not cooperation.)	"charm" excess pleasantness "model" child, bright sayings, exaggerated conscienness, excess charm "Southern belle" (often are "teacher's pets")	"nuisance" the showoff, the clown, obtrusiveness, walking question mark, "enfant terrible" instability, acts "tough" makes minor mischief	"laziness" bashfulness, lack of ability, instability, lack of stamina fearfulness, speech impediments, untidiness, self-indulgence, frivolity, anxiety, eating difficulties, performance	I. ATTENTION GETTING (AGM) Seeks proof of his approval or status (almost universal in preschool children) Will cease when reprimanded or given attention. Adult: is delighted by constructive AGM, helps reminds, coaxes child, is kept busy. Feels annoyed.
		A "rebel" argues, contradicts, continues forbidden acts, temper tantrums, masturbation, untruthfulness, dawdling.	"stubborn" laziness, stubborness, disobedience, forgetting.	II. POWER Similar to destructive attention getting, but more intense. Reprimand intensifies misbehavior. Adult: "You can't get away with this!"
		"vicious" stealing, bed wetting, violent and brutal (leader of juvenile delinquent gangs)	"violent passivity" sullen and defiant	III. REVENGE Does things to hurt, makes self-hated, retaliates. Adult: feels deeply hurt and outraged, dislikes child
			(pseudo feeble minded)(inferiority complex) "hopeless" stupidity, indolence, inaptitude	IV. DISPLAY OF INADEQUACY Assumes real or imagined deficiency to safeguard prestige. Adult: "I give up."

QUALITIES INDICATING SOCIAL RESPONSIBILITY

The amount of social interest a child acquires is a major factor in the success and happiness of a child's later life.

Qualities for social interest (or social responsibility) include the following:

1. Has a good opinion of himself (high self-esteem)
2. Has confidence in himself
3. Feels that he belongs (in particular situations, in the world)
4. Is independent
5. Respects the rights of others
6. Feels concern for others, mankind, human welfare
7. Encourages others
8. Is willing to share
9. Wins and holds friends
10. Is optimistic, forward-looking
11. Is cooperative
12. Puts forth genuine effort
13. Achieves success in normal tasks of life
14. Remains encouraged on occasional failures
15. Can solve problems
16. Accepts responsibility willingly
17. Contributes to the whole
18. Is situation-centered (sees needs of the situation)
19. Thinks in terms of "we," rather than "I"

Central School, Eloy (18)

BUSY PEOPLE NEED HOBBIES TO MAINTAIN EXCELLENT MENTAL HEALTH

Every person needs a hobby of some kind. Hobbies help give the mind a change of pace, a chance to breathe, so to speak. The mind needs rest the same as the body needs rest. Hobbies are another way of relaxing from the cares of the world. Hobbies tend to increase one's usefulness to society.

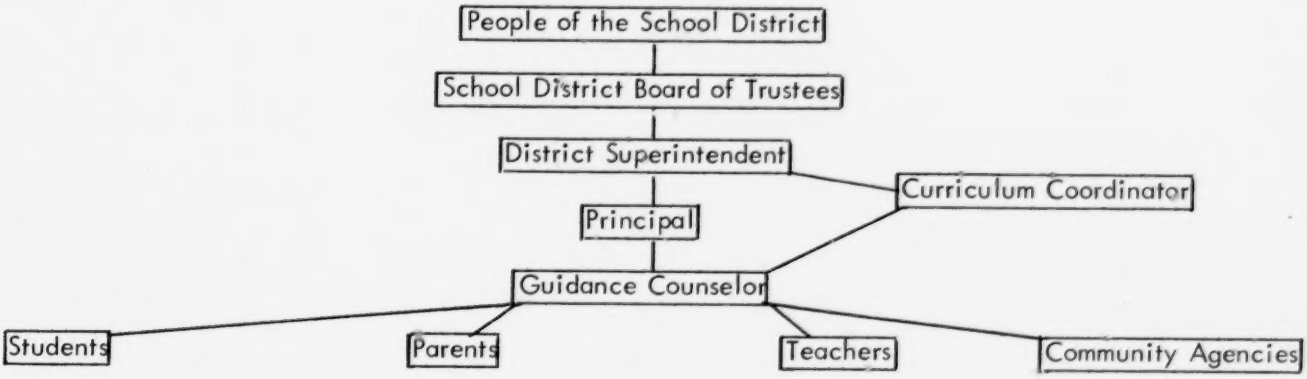
A hobby should be one that can have one's undivided attention at least once a week for a time. It should be one which requires some concentration of thought. While involved in the hobby, one should shut out worries or concerns and think only about the hobby and being active in it. This should be a time of quiet and relaxation.

Outdoor hobbies are especially good in this part of the world with so many days in the year that can be spent outside. If one works inside all or most all of the work day, then an outdoor hobby can be a very welcome relaxer. One might choose a hobby from various types of gardening -- flower, vegetable, fruit, landscape, etc. Any hobby that involves the soil is usually especially good.

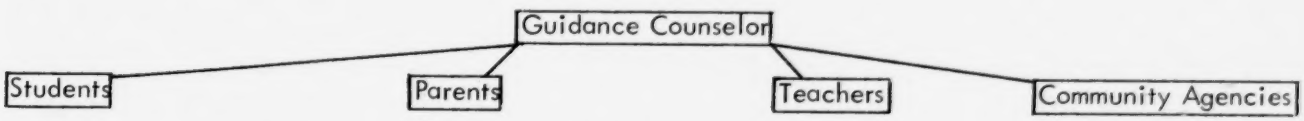
Indoor hobbies are fine. Some of these might be various types of art, painting, music, reading, stamp collecting, making and collecting nick-nacks, weaving, and many others.

Central School, Eloy (19)

CENTRAL SCHOOL GUIDANCE COUNSELING PROGRAM (Diagram)



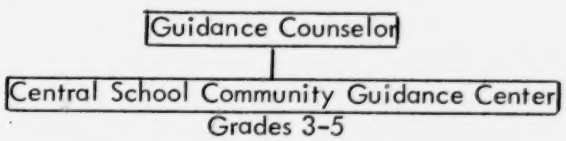
DIVISION OF TIME USE (Generally)



* 1/3	1/3	1/3	as needed
**1/4 to 1/3	5/12 to 1/2	1/4 to 1/3	as needed

*is recommended for school hours. **is school and after school hours.

DIVISION OF WORK AREAS (Generally)



Future goal: Each school in the District with two full-time guidance counselors.

It is not the quantity of time spent with our children which is important, but the quality--Dr. Rudolf Dreikurs.

Program Name: Determining Misbehavior Goals Through Group Counseling

Sponsoring School: Central School, Eloy Elementary School District

Address: P.O. Box 728, Eloy, Arizona 85231

Counselor: Howard Russell

Central School, grades 3, 4, and 5, has about 600 students and one guidance counselor. How can a counselor personally determine the major misbehavior goals of the students in the short time, associating the misbehavior goal with the student? Group counseling is one way to do this.

There are 21 classrooms at Central School. The student population of each regular room averages a little less than 30 boys and girls. For group counseling, it is suggested that the teacher divide the students into four groups any way the teacher chooses so long as the most severe misbehaviors are not all in one group.

A time agreeable to teacher and counselor is confirmed with thirty minutes scheduled for each group. At some previous time, the counselor provided the teacher with forms for each student to fill in his name and his or her own family constellation. This takes about ten minutes, usually. The name and the family constellation is transferred to a 9" x 12" oak tag sheet that is folded in half. Various colors of felt markers are used. The oak tag card will stand on the floor (or desk) and reveal the name and family constellation to the others in the room. The students like these cards. They are handed out as the students enter the Guidance Center and are returned to the counselor before they leave the Center.

Each group is dealt with essentially the same way during this first time for all the students in Central School.

The first group of boys and girls arrived at the Center at the appointed time. They entered quietly and took seats in chairs that were already in a circle. The guidance counselor sat down in the vacant chair in the circle, not inside or outside the circle.

The counselor gave out the name cards to the respective students. The students looked at their family constellations to see if they were correct, then placed the card in a standing position along side their chairs where the counselor could easily see their names.

The counselor had in hand a counselor-made form called CG18A, Misbehavior Goals of Students by Name and With a Rating Scale.

Just for the counselor's meditation on classroom guidance meetings and other group counseling sessions, the counselor wrote down on the back of CG18A a list of names of those students who did not like school in part or in total. The students were asked about it individually after some discussion on the subject. Some answered "Yes" that they liked school because they thought that this was what adults wanted to hear or that it was wrong to not like school.

The conversation was now ready to be directed at misbehavior goals. The attention-getting mechanisms, or AGMs, are the most common. Students in the circle and in the early grades are usually very honest about their feelings and thoughts.

The first section on the form is AGM Shyness or Quietness with something to guide in this direction, "One who never or seldom raises his hand to volunteer information or to volunteer an answer during class discussion." This section is filled in after the counseling session has been going on for some time. The counselor makes a mental note of those not volunteering information or not entering into the conversation. If the counselor wishes further confirmation, then he asks casually about this and the students soon confirm or deny the counselor's determining.

The second section on the form is AGM Antics: "Doing various unacceptable actions or activities to draw attention to oneself." Some of these students, by this time, have already done some little something to their neighbor in the circle, screwed-up their faces, or made some kind of noise, for the benefit of the others in the group. These are the ones that would be rated moderate to extreme on 4, 5, 6, or 7, on the rating scale of 1 to 7. For any others who need to be listed in this group, ask the student directly but casually and he or she will answer in a way that gives the counselor the answer desired, a yes, or a no.

The third section on the form is AGM Talking: "Talking to draw attention to oneself, especially when the teacher is busy or is out of the room." This is thinking of talking without permission, especially talking out so that several or all of the class can hear. Some may have already done this in the circle. After these are noted on the form, then others are asked regarding their talking activities in the classroom.

The next item on the form is Power-adult Deaf: "Often may be forgetful, or does not listen to the teacher or parent." The students are asked about the degree of forgetfulness when the teacher gives instructions on a particular subject. Do they guess at the instructions when they start to do their assignment? Do they ask their neighbor? Or, do they ask the teacher? Students answering in the affirmative on any one of these are listed on the form and a rating given.

Power-bossy is next: "May be a bully, may fight a lot, bosses the others, or may do things differently than the way the teacher directs, etc." It is usually easy to pick out the power-hungry child when he or she comes into the Center for group counseling. He or she may have a particular chair or directs others where to sit. He or she may tell some of the others what to say or not to say in the group discussion -- verbally, by signs, or by attitude. By asking the group, others who fit into this grouping of power-bossy are soon identified and ratings can be

Revenge follows: "Hurts others, tears or messes up things, breaks or destroys, or fights to hurt others, etc., either at home or at school." For this one the students are usually asked casually, but directly, about these items, and individually, in the group. Except with some students, this may be the only way to know that some students have some revengeful feelings.

The last item on the form is the misbehavior goal of Inadequacy: "Student is content to be left alone, and do nothing constructive." There are very few students here that fit into this grouping. This type of student is very discouraged and needs much help. This student is not easily determined from the group counseling session because of the nature of shortness of the session. The names for this item are usually secured through a conversation with the teacher. Before the group leaves the Center, something of a very positive nature is considered and discussed briefly by the group.

The counselor schedules a conference with the teacher. The two of them go over the names on the form and come to an agreement in regard to the names in each section and to the rating for each one. The teacher receives a copy of the completed form. How to help provide these students with the courage to do acceptable behavior is discussed. A discouraged student is a misbehaving student. Encouragement can bring about courage which erases discouragement.

When the students come again for their next group counseling session, usually about six or eight weeks later, and as soon as contact and communication is activated, the counselor uses the CG18A form again. Each student is asked about his or her misbehavior goals, and what they have been doing to reduce these. The attitude that the counselor takes is that of "I have faith in you as a person and I believe that you would really like to do acceptable behavior." After some discussion, as much as seems needed, the group conversation goes to other items the counselor has in mind for discussion.

On subsequent group counseling sessions, the first part of the session is devoted to the decrease of the misbehavior goals. Some of the classroom guidance meetings are used to help with this. Parent conferences, parent study groups, and family counseling are useful in this way. Individual counseling and special group counseling are also used to minimize the misbehavior goals of students.

This is a part of ESEA Title III Project, "Guidance Services for School and Community."

Program Name: Courtesy in the Elementary School

Source: "Communique" -- January, 1972 issue

Concerned about the discourteous behavior of their upper elementary school pupils in the classrooms, the halls, the lunchroom, and the school bus -- teachers sought assistance from the school counselor. The counselor, after giving much thought to the problem, helped the staff initiate a program which enabled the fifth and sixth graders to learn courtesy by teaching it to the younger children. A guidance period was set aside each week and during this time the older children would discuss various aspects of courtesy and ways in which they might present a lesson, either singly or in small groups, to the younger grades. Their "teaching techniques" involved the use of role playing, puppets, homemade movies, and posters. Those who did not wish to participate actively in presenting a lesson were encouraged to spend their time making and hanging courtesy posters around the school. The teachers and the counselor worked with the pupils to prepare the lessons. The teachers of the younger children set aside ten minutes each Friday for the presentation of the courtesy lesson.

In addition to the preparation and presentation of courtesy lessons, all youngsters and teachers were asked to take note of particularly courteous behavior during each day and to report it to their classroom teachers, who in turn, would report to the principal. Each morning, following his general announcements on the public address system, the principal would recount all reported instances of good behavior. The airing of names before the entire school did a great deal to make the program work. On a weekly basis, teachers of the fifth and sixth graders noted several children who had shown particularly courteous behavior. Pictures were taken of those youngsters and were posted prominently in the school.

Communique (2)

The "courtesy unit" proved very successful, indicating that when one looks for positive behavior and rewards it, one finds more people behaving in the desired manner.

This approach to behavior change is probably best suited to the elementary level. The technique is simple, inexpensive, non-time-consuming, and requires no additional personnel. Not only is the program able to improve behaviors among the target group of upper elementary students, but it also exposes the younger pupils to the concepts of courteous behaviors through direct contact with their older peers.

Program Name: "P. O. G." (Pointing Out Good)

Sponsoring School: Whiteaker Elementary School

Address: Eugene, Oregon

Counselor: Walter Peterson

A POSITIVE REINFORCEMENT PROGRAM FOR LEARNING GOOD BEHAVIOR
(Formerly known as "POINTING OUT GOOD")

My goal in writing this paper is to simply share what we are doing at Whiteaker with those who would like to know. First of all, I would like to thank the Whiteaker staff for their generous sharing of ideas. I would also like to salute them for their single-minded concern for children.

BRIEF DESCRIPTION

This program organizes and focuses "peer group attention" upon a 'focus person.' This person has volunteered and has set his personal goals which he hopes to turn into real actions with the peer group's help. A schedule of peer group reinforcement helps to establish his goals as habits. The program can be introduced generally, for class improvement, or specifically to deal with a class or individual problem.

INTRODUCTION

Time and again it is drawn to our attention that our socie ' is largely negatively controlled. Few to no rewards are given for good driving, but if one makes a mistake he usually sweats for a few blocks while he waits for a siren. Doing one's job well is expected, but mistakes that are made sometimes bring the quickest and most terrifying consequences.

Criticism is dished out in such large portions that most all of us will work hard to escape it. "Constructive criticism" has found a place in our vocabulary, but I doubt that many people receive criticism constructively even if it originates

constructively from the sender. "I don't like what you are doing," sounds much like, "I don't like you," that the end result of the communication is often the same. In fact the manner in which we address each other often speaks so loud that what we say is either completely meaningless or almost an opposite to what we are really saying. For instance, a principal might ask a young boy sent to his office, "What seems to be the trouble?" with a threatening manner that really means, "Boy, am I going to make you sorry you ever cameto my office." Many of the inquiries we make, imply that there is something really wrong with someone.

If our goal is to help people to be the best people they have the capacity to be, then let's ask what is <u>right</u> about a person and try to introduce programs that will help him do what is right, more of the time. With this positive program we will establish our goal, in his mind, by our action. If eliminating misbehavior is seen (by the student) in its proper perspective, we are telling him "<u>Our goal is to help you to be the best kind of person you can be</u>." Incidentally, because so much of your time is spent doing unnecessary or unprofitable things, we want to help you get rid of them so you can have more time to enjoy your interpersonal relationships.

In defining behavior, we believe that a growing child will learn to repeat acts that have caused people to give him attention. Whether our behavior (or our habits of acting) is constructive or destructive depends upon how we have learned to get attention. Assuming that this is the way we learn our behavior patterns, let us look at our program for helping people to be the best kind of people they can be. We don't feel that we have discovered new truth about what happens in human relationships. We just feel that we have found a new way to apply old truth.

We believe we have found a program that expresses its positive ideals with its very first confrontation. Because of its powerful forms of reinforcement, it eliminates many misbehaviors at once, while teaching some important positive habits.

With this paper, I intend to relate some of the programs as we have used them in the elementary school and then to show how to adapt it for use with a family.

CLASSROOM PRESENTATION

Step 1: A teacher (or counselor if the teacher desires), begins the process by gaining the cooperation of the students and asking three questions.

1. How many people in this room would like to help someone else be a little bit better than they are? (They usually all want to.)
2. How many people in this room would like to be just a little bit better than they are? (Usually all raise hands, particularly if the "introducer" raises his.)
3. Would you like to know of a way we, as a class, can help one person at a time be better than he is? (Usually they say "yes".)

Step one is important for the following reasons:

A. Often, we find a group of students that is practicing peer group rejection of "outsiders". It seems that in many social groups, people maintain membership partially upon the basis of rejecting those outside the group. This threatens all; for as long as any are rejected, all are susceptible to rejection! Through the introductory questions, students are led into cooperating with what follows.

B. The general desire for helping someone to be better is recorded in the minds of those in the class.

C. The desire of individuals to become better than they are is generally elicited. As a class and peer group, they are totally behind helping each to be the best person he can be.

D. The teacher can help remind the class of their commitment in this matter of helping and not hurting class members.

Step II: The teacher or counselor describes how the class can help one person at a time.

1. We will choose a focus person from the class, (i.e. someone who wants to be a little bit better than he is.)
2. The focus person makes out a list of the good things that he is doing or things he wants to do that would be good. Other students can also volunteer good things that they have seen this person do that are constructive. These can also be added to the list. A miscellaneous category should be left to cover anything spontaneously observed that does not fit into a category.
3. At this time, the question should arise from the student, "What if that person is bad?" (If the question isn't asked, the introducer should ask it.) When the students make suggestions, they should be be asked, "Will your suggestion help the focus person understand that you are trying to be of help to him?" Many of the suggestions will make the focus person angry. He may even feel rewarded by people's attention for being bad. The teacher/counselor then should ask, "I wonder what would happen if we didn't pay attention to bad actions?" Sometimes this is such a new idea that no one really would know what would happen. The teacher then might say, "I'll bet that if we didn't see a person do anything bad that he might stop being bad. If that person knows that we don't want to watch

him do anything that is not good he might just want to do what we will be watching him for. Let's try this! If we suspect that he is going to do something bad, we turn our heads completely away from him. Why do we do this? Because, by not paying attention to his misbehavior, we will not be reinforcing or encouraging it. Also, he has volunteered to be the focus person because he wants to be better than he is; we have wanted to help him. We know that if we only see the good things he does, he will want to do good things more often."

4. The teacher continues the description of the program by explaining when the time comes to have class focus (the teacher may randomly announce these times, or the class can decide when to have them during this presentation period), the focus person will go to the blackboard or bulletin board where his list has been posted. Class members will point out good things they have seen the focus person do, and he will place a mark behind each good thing that is enumerated. (The student should be allowed to call on people to volunteer information.) The introducer reminds students that our goal is not points ... but changed habits. Class focus will be held 5 times on Monday, 4 times on Tuesday, 3 times on Wednesday, 2 times on Thursday and 1 time on Friday. (Each session should be only two minutes long ... use a timer to enforce this.)

5. There will also be other programs in connection with this: Self focus and Box Focus. After one has been on class focus for a period of time, in order to change the goals into habits, he will transfer his chart to a small list which he places on his desk. During "Class Focus" times, he scores himself! Also, all former "focus persons" put a goal on a slip of paper with their name on it into "Box Focus" and we'll look at those regularly.

Step III. Picking a focus person and working the program.

1. Volunteers are picked by letting them volunteer. People should not be picked by the teacher because she feels they are in the most need. Usually three or four students are selected and a secret ballot can be cast. Sometime the counselor has "cheated" a little by selecting the one the teacher wanted, but we have found that the class often knows who should be chosen first. We have also noticed that many misbehaving students do better after they have observed someone else as focus person and also after the class has had the chance to develop the skill of looking for good things in other people. (Sometimes more than one focus person works very well, if competition can be kept on a positive level.)

Four students are picked so that a second person can be held in reserve in case the focus person is absent. When a focus person is absent, the reserve person should assume the role. This way the class gets daily practice. We have found that watching other people for good things is a skill that needs to be developed by nearly everyone.

2. The student selected goes to the board and lists the goals which he wants others to watch him for ... these can be good things that he presently does, or things that he wants to do, to improve. The introducer makes sure that it is clear to the focus person that "Class Focus" will start that day, (doing it five times), and decrease each day during the week. This is being done, because if the child can continue to do what he wants to do (with less reinforcement), he is beginning to turn his goals into habits! If he slips and needs more help, make sure that he knows to arrange with the teacker for more "Class Focus" times. The older a child is, and the longer a habit has been learned, the harder it is to extinguish past behavior. Two weeks may not completely accomplish this in extreme cases.

3. Sometimes a focus person can be helped to keep the "game" honest by knowing this process. If a class member points out something that didn't happen (possibly because he feels badly about not watching the focus person), the focus person perhaps could say, "I appreciate your trying to find good, but I don't feel I deserve your comment." Someone else in the class should say, "I believe that you deserve a point for being honest!

4. WARNING! We have found the reinforcement to work against, as well as for a person! If a focus person does not receive reinforcement and he is doing well, he feels rejected. If you see that a focus person is not getting reinforcement, you might go around to those that have reinforced him and place a primary reinforcer (e.g. candy) on their desks. If that fails and your verbal reinforcement also fails in getting children to find a focus person's good points, then by all means take the focus person off of "focus." You might explain that the class needs more practice in giving reinforcement. If the class still does not respond to reinforce the focus person, stop using the program! I would suspect that in this case the introducer has not effectively established the goals of helping someone be the best kind of person he can be. If a student does not deserve compliments, let the class silence tell him. If he wants off, let him off.

5. NOTE: In some cases, the problem of selecting goals has caused a stifling of the program. Students have assumed other's focus charts and said, "I want to work for those same things." This is unfortunate for the class, as well as the focus person. Class members tire of looking for the same things; the focus

(Continued)

5. person may tend to regard this set of goals as not really his own. (Which, in fact, they may not be.) To help a class to know about other goals they can work towards, we have composed a list of goals that you may want to post in the room or talk over with your class before a "focus person" is chosen. (This list is included as an appendix at the end of this paper.) Ideally, we would like a focus person to state his goal in a positive way, but <u>if he doesn't</u> ... it is more powerful for him to leave his goal the way he stated it!!

KEEPING FOCUS TIMES INTERESTING

To keep the reinforcement sessions interesting, to all concerned, it is necessary to keep learning new, positive things that can be noticed about other people. Perhaps a focus person could start out EACH day by writing a new goal in his chart.

Remember: be as specific as possible in writing goals, so a student can definitely know when he has attained one, e.g., the goal of being "a good student" is a great goal, but how do you know, for certain, when he has attained it? It leaves lots of room for disagreement between focus person and class members. The goal, "I would like to learn my multiplication facts," is one that the "focus person", as well as those who correct his paper, will recognize when he accomplishes it! One guide would be: Make all goals specific, recognizable AND attainable! (Narrow all general goals down to specifics.)

REINFORCEMENT SCHEDULING

Three means of reinforcement are designed into this program.

1. The first means is "Class Focus" reinforcement. Here, the peer group, with the re-directed goal of helping this focus

ORCEMENT SCHEDULING
Continued)

person as much as possible, focuses their attention upon him all day. They record their findings. (Five times on Monday, four times on Tuesday, etc.) If the focus person is able to maintain his goal-directed behavior, he doesn't request a second week of additional reinforcement. Two minutes is recommended for the "Class Focus" procedure. (Use a timer, if possible.) If this set schedule is used, the program should take only 10 minutes per day!

2. The second means of reinforcement is "Self-Focus." After being on "Class Focus," the individual transfers his goals to a sheet of paper or card and tapes them to his desk top. Whenever the second "class focus" volunteer is being complimented, each former focus person scores himself; he then joins in helping the class.

3. The third means of reinforcement is called "Box Focus." A student who has participated in "Class Focus" (and "Self-Focus") writes a goal (or two) that he wants to attain, signs it, reads it to the class, and places it in the "Focus Box" on Monday. On the days when "class focus" times are decreased, (Hopefully, because of the diminishing need for them), the teacher or class president draws a slip out of the "Focus Box." The paper is read and class members who have seen the person working for these goals can tell him about his success. Again, negative behavior IS NOT pointed out. If the person hasn't accomplished his goal, he sits down after it has been read. Theoretically, "Box Focus" can occur once on Tuesday, twice on Wednesday, etc. An attempt at setting new goals should be encouraged, if a person feels

REINFORCEMENT SCHEDULING
(Continued)

that he has attained his first goals. There is always room for improvement! To keep the possibility of being drawn out of the box high, it is recommended that only ten students be allowed to have their goals in the box at one time.

This random, intermittent reinforcement is very helpful; it helps to strengthen habit formation. If at any time a former focus person feels he needs time on focus, he can write his name on a slip of paper and drop it into the focus box. When he feels he no longer needs this help, he can take it out. Possibly the teacher or class president can go through the names in the box every Monday morning and ask those ex-focus people if they want their slips to remain.

SAMPLE FOUR WEEK PROGRAM:

(Schedule for focus persons; 1 week on Class Focus each)

	FIRST WEEK	SECOND WEEK	THIRD WEEK	FOURTH WEEK
Class Focus	John Doe	Sara Jane	Joe Q. Public	Sally Smith
SELF - FOCUS		Joe Doe	Sara Jane	Joe Q. Public
BOX FOCUS			John Doe	Sara Jane John Doe

PROBLEM-CENTERED PRESENTATION DIALOGUE - SAMPLE

(This approach is used when a problem student is sent to a counselor or Principal.)

"I'm glad you came to me, because it's my job to help you to be the best kind of person you can be."

"First of all, I'd like to ask you how you feel about what has happened?" (Usually, a child will feel angry, sad, hurt, etc.) "You feel this way because of what has happened. The only way we can keep you from feeling this way again is to do something that will keep it from happening again. Right now, others probably feel badly about what you have done. If we are going to

PROBLEM-CENTERED PRESENTATION DIALOGUE - SAMPLE
(Continued)

help to keep them also from feeling this way again, we will have to do something to keep this from happening. We can't change what has happened, but we can do something that will help change your habits so that what you do will tend to help others feel good about you AND themselves! Would you like to know how we can do this?" (If the student's answer is 'yes', then proceed to tell him how peer group reinforcement in "class focus" can help him to change. If his answer is 'no', honor that 'no', by saying, "I appreciate your honesty; I also will respect what you want. You are free to return to your class." One very powerful reason for change in a child's life is his freedom to choose what he will and will not do. If that freedom is rejected, and his right to make choices is ignored, his reaction in the long run may be the same disrespect in return. If this student's class is already using the program, the student will quickly know what can happen and probably will not refuse. If the class is not using the program, then a discussion with the teacher about "class focus" in her room, presented in a general class presentation, may bring the student into the program. He may volunteer in the classroom, when he sees others wanting to do it. This has happened, and has proven very successful.)
(If he wants to participate in the program, go back to the classroom together, with teacher's approval ... tell the class what 'John' did and how it made him feel.) "'John' has a habit of doing things like this, but he wants to change! He needs the class' help to do it." (Then continue presentation as in the previous section. In this case he will be the focus person.)

HANDLING CONTINUED MISBEHAVIOR

Often, a child is so accustomed to relating to an adult in ways to get the authorities attention for misbehavior that he has little ability

HANDLING CONTINUED MISBEHAVIOR
(Continued)

to conceptualize (much less, to do) any goals that would get attention for doing good. Needless to say, his beginning attempts may be feeble, at best! If a student has the habit of misbehavior to get the adult's attention, the teacher's "trick" is NOT responding in the same negative manner that his parents, or other significant adults, do! Possibly the threat of sending him to his authoritarian mother is effective for a short time; however, in the long run, it is far better for the teacher to establish herself as an entirely new adult.

Some children have highly developed habits of getting attention for misbehavior. They need to know WHY and FOR WHAT PURPOSE they are being worked with. Hopefully, this positive program will establish our goal in his mind, (i.e. To help him to be the best kind of a person he can be.)

Two suggestions are made to help this kind of child. 1) No responding to his misbehavior and 2) quiet room procedure.

Not responding to misbehavior has generally been successful in the classroom if the class knows our goal and is working with us to not reinforce misbehavior. Sometimes if the teacher sees a student reinforcing misbehavior, (perhaps by giggling at Jim), she might ask, "Do you want to help him misbehave?" This question can help a student to understand what he is doing. It is especially effective if the class is working toward helping each person be the best he can be. The teacher could say, "That student wants to get attention for doing good things if we will not pay attention to any bad that he accidentally does."

If serious behavior problems are not getting better, resort to quiet room procedure. When a person is not letting the class concentrate on good behavio (because he is being bad and taking up too much time doing it), then that person should be told that he will have to go into a quiet room whenever he disru the class' attention. (This is a place that is as dull as possible, so that his stay will not be interesting. He may also need to complete an assignment while he is out of the classroom.) He should be instructed to stay in this ro until a bell or timer rings (time is set for 5 minutes). If he makes unusual n or bothers something while there, he should receive 5 more minutes for each disturbance. (Set timer accordingly.) He should be told that when the bell rings, he must stay in the room until he decides he wants to cooperate when he comes out. When he comes back to the classroom, the teacher can acknowledge his decision by commenting: "I'm glad that you really want to help our schoolroom."

Once a teacher decides to use "time-out" or "quiet room" for a certain misbehavior, then she must consistently use it ... every time that behavior occurs!

METHODS FOR DETERMINING EFFECTIVENESS OF POINTING OUT GOOOD

Base line data can be taken on a few behaviors observed in the room, which can be compared to a like study made after instituting the program.

Tattling has been reported to decrease greatly. (Possibly, counting of the number of times students tattle could be effective in determining results of the program.)

In some cases teachers have observed that almost complete re-orientation of the self-concept, as they see it, takes place. Possibly, a test could be given to determine changes.

An increase in positive peer group awareness has also been observed. Possibly, a type of sociogram might be used to determine this.

A person's concept of authority figures might be changed by this program. Several teachers have felt they are more positive since their experience with this program.

POSITIVE SKILLS BEING LEARNED

There are three positive skills being taught with this program.

1. The focus person learns the habit of expecting other people to be watching for the good things he does. (This is the opposite for what many in our society expect now.)
2. The children in class are learning the skill of seeing good things that other people do and of showing appreciation by pointing out that good thing.
3. Learning to ignore (or not reinforce) misbehavior.

POSITIVE PROGRAMS THAT CAN BE USED TO IMPLEMENT P.O.G.

1. "Bulletin Board" - Class work display board.
   A. Designate one main bulletin board in your room for the display of class work.
   B. Set the standards for improvement in a teacher-pupil discussion. Example: Neatness, improved grades, number correct.
      a. Make the margin of standards wide enough to really encourage and allow every child to get something up weekly. Different subjects may require different standards.
   C. Everytime you return papers, remind children to keep the display up-to-date. Each child adds daily papers on top of previous ones to save space and to build up a variety of success papers.
   D. As time passes, give reminders to remove old papers and allow for new choices of good work.
   E. Encouraging sayings can highlight the board as decorations, if desired.
      Example: "Positive Papers", "Busy Bees", "Flying High", "Best in the West", "Wise Workers".
   F. This is the Children's bulletin board and they administrate it by putting up their best work as standards they made and designated. This helps them put up special work rather than putting up all papers of any kind.

2. Cards - "PICK-A-CARD"

   A. Each child puts his name lightly in pencil at the top of a large file card.

   B. The cards are shuffled.

   C. Each child picks another child's at random.

   D. He watches the card's owner that day to look for something good.

   E. When he sees this good action, he writes it on the top portion of the card, folds the card over what is written and paper clips it; he puts the owner's name on it and returns it to the box.

   F. It must be stressed that there is good in many things. Example: He read well; She looks well groomed; She smiles at people; He knew his facts today, etc.

   G. A child may go to the box and read only his own card at any time.

   H. A monitor is in charge of passing the cards out each day so that each child will study someone new and look for good points each day.

   I. When the card is filled, the owner keeps it as a record of good things seen in him by others. A new card is started for him and put in the box.

3. BONUS AND BUTTONS

   A. A section of the board is set aside permanently and labeled "Bonus."

   B. Each time a child does something good, noticed by the teacer or class, he is told to "take bonus."

   C. He then puts his name on the board. Here is a moment when the whole class focuses on him and recognizes him for this good act. E.G., "He asked a thoughtful question," "She helped her neighbor;" "His answer really showed thinking;" "He was kind;" "She was so enthusiastic;" "He kept trying until he got the right answer."

   D. After putting his name on the board, he selects a recognition button from the box on the President's desk. Example of sayings: "The Thinker," "Fantastic," "Wonder Worker;" "Helpful" (See Appendix.)

   E. The child's name stays on the board all day and he wears the button and returns it before going home at the end of the day.

   F. The teacher records the names from the Bonus Board each day. The children know they are earning extra points on their records each time they get "Bonus." This motivates them.

Another teacher used a self-scoring method of watching for good conduct and it was fairly successful. He started with the general program and focused on one person at a time. He then shifted to the same program where the class members score themselves. He found the self-scoring method worked better, possibly because our program teaches the skill of looking for good behavior. After one has learned how to look for good behavior in other people, he is much more able to look for his own good behavior. When the students were told, "Score your own good behavior," they were being told to do something, possibly, they had never done before.

We are continually learning what methods work and which don't work. For instance, we have tried having two focus people in a room at one time, having everyone watch both people. Sometimes this works well and sometimes it does not work well because competition between the two for points becomes quite evident and it can become a popularity contest. We have tried splitting the class into four different groups and having each group watch one person. This was successful but had less peer group power.

SEVERAL OBSERVATIONS ON DIFFERENT ASPECTS OF THE PROGRAM

We have noticed that teachers tend to call for help when they are having a certain behavior problem that particularly bothers them. When the program has been introduced and the behavior returns to an acceptable level, the teacher tends to forget about the program. This is understandable, if the problem has been introduced in the teacher's mind as the water for the fire. In one room I simply stated, "I have used this method for several behavior problems and it has worked very well, but I would like to see what it could do if I introduced it in a room that wasn't having any particular behavior problems. Maybe we can use the program to help people develop positive characteristics, such as trustworthiness, dependability, courtesy, etc.

We have found that consistently applying and reinforcing the program is what is needed to make it most effective. Where it is forgotten, its power to focus attention upon building good habits is lost.

With this program, four things must be continually stressed.

1. We are watching for good things, and reinforcing them.
2. We are not watching misbehavior.
3. We are being as sincere in helping the focus person as we can be. It is not the number of compliments a person gets that counts; it is the honesty involved.
4. No person must be chosen by the teacher or student to be "fixed" by this program. Each focus person must volunteer! This program works best when the class establishes their goal and works towards it.

HIGH SCHOOL APPLICATION?

One person had a beginning band. He decided that he would try "pointing-out-good" with them. His method of introduction was: "Say kids, I need to know when I am really being effective in helping you to be better players. What I want you to do is to let me know when I say something, or do something that helps you play better. Tell me during a break, or drop a note on my desk when you've noticed something I have done." (No mention of not paying attention to any faults was made at first. When he does deal with faults that are mentioned, perhaps he might say, "You know I appreciate your telling me this, because I know that you are really intending to help me. Sometimes though a person can get so involved with feeling bad about something he has done wrong that he isn't able to really work on the good things that he knows that he can improve on. I would really rather that you pointed out the good things that I do and overlook the mistakes, because I feel that you can help me improve the fastest in this way.") After a few days or a week he asked them if they

would like to "try it." Those that did were selected as focus persons by each section; to listen for specific things like tone quality improvement, entrances, finishes, whatever is needed. When they have listened to their own focus person in their own section for a while, they might trade focus persons for entire sections. I.E. the drum section listen to the brass section, and maybe the flutes listen to the blending of the clarinets. In theory this process should work best of all in a band, because the total effort of the group is so readily discernable at all times. Everyone knows what everyone else is doing, if they are listening and trying to improve. Listening should be increased by this program. The desire to improve might be influenced by the success they have in listening to each other.

Whiteaker Elementary School (19)

ENJOYABLE FAMILY RELATIONS

FIRST MEETING WITH FAMILY (All members present)

Counselor - "If we could show you a way to help each other enjoy being together more, would you be interested?"

Parents - "Show us."

Counselor - "There is one important thing about helping each other that we must remember. It is a commonly established principle of learning, as well as plain common sense, that a person will learn to do more of whatever we pay attention to him for doing. If you want a person to be bad, watch when he does bad things. If you want to encourage a person to do good, watch him when he does good.

INTRODUCTION OF THE POSITIVE PROGRAM

It is our intention to help you enjoy being together by helping you to put this rule into practice. We do this by choosing a focus person and helping him make a list of things that we can do to contribute to good family relations. Then, anytime during the day that someone else in the family sees that person doing one of these things on the list, he says, "I believe that you deserve a point for the thing you have done." That evening the family gets together and each person that has given a point tells the rest of the family why he gave it.

The purpose of points is not to make a huge number of them, but to help that person realize that he is doing many good things.

Usually the person that is being helped continues to be the focus person until he feels that he is really being a better person. When he feels that the family has helped him enough, so that he will continue being a better person, then he should tell the family about it in night meeting. When that happens the family does two things:

First, they celebrate! Why? Because they have efffectively helped someone to be a better person. They have a real reason to be happy and to celebrate.

Secondly, they choose another person that would like to be helped to be a better person. This may continue until the whole family has had a turn. When the whole family feels they have been helped to be better, then that is a big reason they should celebrate. Some big thing should be done that they all really want to do.

POSITIVE ATTENTION

Before we go on, there is something that we need to talk about. What should happen if the person that we are watching does something bad? What should we do? Is our solution one that will help the person be better? We could spank that person, but would that make him feel good about us or help him want to be better? It might make him afraid of us and then we would have taught him that he should fear us and not do bad things. On the other hand, he might say, "When I do bad things they really pay attention to me." We will have taught him that misbehaving really pays off. If we give him our attention for being bad, he may learn that this is the easiest way to get our attention. That is the last thing that we want any person to learn! The person shouldn't be good because he is afraid. In this case, the person we will be watching wants to be good. We also want to help him be good, so let's only give him attention when he is good. When he is misbehaving, let's not even look at him. In fact, if we think that he is going to do anything bad, let's get up and walk away from him. (Next week, we might have something more to say about this. But for now, let's only pay attention to good behavior and ignore all the bad. Handling continued misbehavior is discussed later.)

STARTING THE "FOCUS" PROGRAM

Let's take this big chart and write the focus person's name on the top line. Now, let's start listing all the things you would like to have other people watch you for doing. If anyone in the family knows of something this person does that makes living in this family more enjoyable, let's put that

down also. Sometimes other people see us do constructive things of which we aren't aware.

Here is a list of things you might like to choose from:

Getting up on the first call	Helping prepare meals
Coming to meals on time	Doing something without being asked
Asking permission when I should	Being courteous
Giving Compliments	Doing my Studies
Helping others	Getting along well
Making the bed well	Doing the dishes well
Keeping the room neat	Smiling, laughing, being cheerful
Dressing neatly, (Shoes polished)	Playing cooperatively
Being trustworthy	Miscellaneous

SCORING

We score this person's "good" points by putting up a mark on his chart when we see this person has done something good. If a family is having problems not remembering to find good things that the focus person is doing, they might put a jar by the "good things chart" with some pennies, jelly beans, or trinkets in it and let each person choose what he wants after he has given a sincere and honest compliment and scored it on the chart.

It might be a good idea to let both the focus person and the one who pointed out his good behavior have a treat, so both of them know how much the family really appreciates how they are learning to become better persons. A penny that can be "put in my piggy bank" should prove to be more successful in the long run. Pennies represent buying power for many things a person wants. On the other hand, we don't want children to be dishonest in ordér to get pennies, so we might tell the family that each point they give should be initialed by them. That evening each person can tell the rest of the family what he saw the focus person do for the point.

Another thing that should be remembered about the evening meeting is that the focus person should have a chance to tell the family the good things he has done that no one noticed. This will help other family members know what to look for, as well as help them to "point out good things" with more skill. This also helps the focus person continue looking for things that are new and are good for him to do.

If you find only a few pennies are being used each day, you might try using nickels. This will make the rewards of looking for good things higher and may add new interest to the process.

SELF-SCORING

When a person stops being the focus person, he should take his chart down and use it to score himself every day. He can then keep his chart to score his own points and record these points on his behavior graph. In this way, he can keep a record of how well he continues being the person the family has helped him to become. When it comes time for the whole family to celebrate, after having helped each member, then he will have a record which says he has continued being good.

CELEBRATING

Now focus person! How would you like the family to celebrate when you find yourself being the type of person you want to be?

Some possible suggestions: Have an evening together, making popcorn or popcorn balls; playing games; going to a show; going to an ice cream store and getting a treat; working on a hobby; watching a favorite TV show together.

We want to remember to save a very special treat for the whole family when they have had their chance to be focus people.

FOLLOW UP PROGRAMS

We have not used this process long enough to have developed enough programs to follow after the whole family has had a chance to be focus people.

Some of the ideas below might be tried out.

1. The family might try another round of letting each member be "on focus" for a week or as long as he feels he is finding new things that he wants the family to look for.
2. The family might let each member be a focus person one day at a time.
3. The family might pair off and let one of the pair watch the other for a while and then have the other one watch him.
4. Each member of the family might watch all of the other members of the family and each day write one compliment on a slip of paper, with that person's name on it, and drop it in a hat. Each member of the family will start the next day at breakfast by reading a compliment about a good thing that he has done.
5. Let each person decide that he is going to try especially hard to do a certain good thing that day. Let each person write down that good thing on a sheet of paper. That evening let each member have the others guess what it was he was trying especially hard to do.
6. Let each person do a "secret" kind deed for some other member of the family and then tell about it that night.
7. Let each person see how many good things that he can find other people doing and compliment them for it.
8. Using a tally counter, let one member of the family count all of the compliments or good things said or done by any member of the family in the evening or a weekend day. Graph the number, and when it has been proven that the family has improved, celebrate.

HANDLING CONTINUED MISBEHAVIOR IN THE FAMILY

If serious behavior problems are not getting better, try this: When a person is not letting the family concentrate on good behavior because he is

being bad and taking up too much time doing it, then that person should be told that he will have to go into a quiet room whenever he disrupts the attention of the family. This is a room that is as dull as possible so that his stay will not be interesting. He should be instructed to stay in this room until a bell or timer rings (time is set for 3 to 5 minutes). If he makes unusual noise or bothers something while in the quiet room, then he should receive 5 more minutes for each disturbance and the timer should be set accordingly, without parental comments. He should be told that when the bell rings, he must stay in the quiet room until he decides he wants to cooperate when he comes out. When he comes out from the room, the whole family can then approve of his decision by commenting: "I'm glad that you really want to help our family," or "I'm glad that you really want to try to act more like the person you really are."

Once a mother decides to use "time-out" or quiet room for a certain misbehavior, then she must use time-out every time that behavior occurs. As soon as the behavior has occured: Mother tells him 1) he can either either go to the quiet room or he will be taken; 2) That he must wait 3 to 5 minutes; 3) Before he comes out, he must decide he wants to help the family enjoy being together more by cooperating. When he does come out, the family can tell him how glad they are that he is really trying to help people.

THE RUDIMENT METHOD

One family found that when they put one person on focus that the other children were so envious that their behavior got worse. They decided that they would have all the family be focus. After supper when the whole family was together they had a time of sharing the good things that had been seen by others. Each person that had been recognized for doing something good would receive a gold star for that day. Reinforcement for having a full week of gold stars was figured out for each person. They also ignored tattling, which

they feel has also helped their relationships.

THE STRUGGLE OF IDEALS

When reading about P.O.G. some have wondered what would happen if the focus person gave the group a list of bad things to look for. This has never happened. Each person knows what is good and bad according to the rules of the group to which he belongs. Ideals seldom change, possibly because they are so seldom attained. If this program helps one to reach his first goals, then maybe this success gives him the maturity to set higher goals.

GOALS REALIZED?

One focus person was at the blackboard receiving compliments and a little girl who does not often have a new nor clean dress on gave him a compliment. Spontaneously he said to her, "Your dress is beautiful today." The teacher got the picture of a person so full of gratefulness for receiving other people's positive attention that his gratefulness spilled over and spontaneously and naturally found good in others. To me, this is the greatest goal of the educational process: to make a person so full of good feeling about himself that he spontaneously shares his wealth.

APPENDIX

Button machines and buttons can be ordered from the "MAD FAD BUTTON MAKING MACHINE" Pressman Toy Corporation 11-43rd Street, Brooklyn, New York. The machines plus 30 buttons are sold for $13.00. Extra buttons can be ordered. They are 10¢ for buttons 1½" in diameter. Larger buttons are available.

GOOD SLOGANS FOR BUTTONS

TREMENDOUS	UNSURPASSED	MOST FRIENDLY
QUIET	SUPERIOR	POSITIVE THINKER
UNIQUE	WHIZ	THE THINKER
EXTRA SPECIAL	GOOD LISTENER	FANTASTIC
GREATNESS ITSELF	NICE MANNERS	TOO MUCH
I SIT TALL	GREAT	BETTER WRITING
WOW!	CALCULATOR	GOOD HELPER
UNBELIEVABLE	IMPROVED BEHAVIOR	NEAT
VERY GOOD	MOST IMPROVED PERSON	INCREDIBLE
CAREFUL PERSON	GOOD SPORT	TEACHERS PET
PEOPLE TO PEOPLE PERSON	BOOK WORM	MOST POLITE
SUPER SERVICE	BUSY BEE	IN THE GROOVE
MOST IMPROVED BEHAVIOR	SMILING FACE	I DOOD IT
FIRST IN LINE FOR LUNCH (BOY & GIRL)		

In general, names that are chosen by a class are the best to put on the button faces.

APPENDIX

SAMPLE GOALS

IMPROVEMENT IN PHYSICAL ATTRIBUTE

I want to show I'm concerned about hygiene (for example, by keeping my teeth clean; eating all of the hot lunch meal, for a balanced diet; etc.)

I want to improve in using tasteful make-up.

I want to be more strict about cleanliness (Name specifics: such as, fingernails, hair, shoes, etc.)

I want to be dressed at my best (for example, good taste in selection of clothes, color-coordination of outfit, well-pressed, clean clothes, etc.)

I want to work on improving my posture!

PERSONAL IMPROVEMENT

I want to be more willing to try a difficult task.

I want to listen courteously when others are sharing.

I want to have an "I can do it" attitude.

I want to react to situations with a happy demeanor! (let my face show my HAPPY inner feelings!!)

I want to take turns during group games, cheerfully!

I want to spontaneously compliment other people.

I want to respect other's property.

I want to include others that are sometimes left out of games or class discussions.

I want to learn something new about another student each day, so I can be more interested in others.

IMPROVEMENT IN STUDENT DEPENDABILITY

I want to remember to have my pencil sharpened daily before class.

I want to be in my seat when the bell rings.

I want to raise my hand before talking.

APPENDIX

I want to listen carefully to another's story, problem, etc.

I want to help other students ... e.g. by letting my desk partner have quiet, and not disturbing his work; by meeting another student at the door and helping him hang up his coat; by sharpening another's pencil; by being quiet during a film so others may benefit; by admiring other's projects without touching; by being prompt; by playing fair at recess; by being attentive; by being interested in their ideas ...

I want to learn my spelling list.

I want to read a book quietly when I've finished my assignments.

BEING A GOOD CITIZEN

I want to cooperate with the teacher by respecting what she wants me to do.

I want to be polite when eating in the lunch room.

I want to share things I have to share.

....show appreciation to "unthanked" person around school, (e.g. lunch-room cooks, janitor, secretary, etc.)

....show concern for other people's conditions: sickness, happiness, sorrow, joy.

....be willing to forgive and forget other's mistakes.

....run errands for other people, voluntarily.

....to work on proper playground conduct.

....to develop positive habits ... such as, friendliness, kindness, cheerfulness, trustworthiness, and helpfulness.

....to practice complimenting others.

Remember, these are merely sample goals. Many more can be named by each individual student!

RELATED INFORMATION

PROMISING PRACTICES IN SCHOOL COUNSELOR ROLE COMMUNICATION

Counselors very often have a need to clarify the image of the counselor outside of the counseling ranks. The following activities exemplify the efforts of school counselors nationally to explain the "why" and "how" of the school counseling profession to their significant others - pupils, parents, teachers, administrators, school boards and community groups.

It is hoped that these promising counselor role communication activities will be helpful in various sections and districts of Arizona Elementary and Secondary School Counselors.

ACTIVITY

Conductor of Activity: James E. Miller
Coordinator of Guidance Services
303 South Otterbein
Westerville High School
Westerville, Ohio 43081

Group: Administrators (principals) and school counselors

Activity Information:

Approximate number in group:	5-7
Number of contacts with group:	Once every other week during the school year
Average length of each contact:	1 hour minimum; 90 minutes, maximum

Activity Description:

A "round table" discussion has been initiated during which the expectation and responsibilities of counselors are discussed. The principals express their viewpoints of counseling roles and the counselors clarify "gray" areas.

This arrangement encourages a better working relationship between administration and counselors. It is hoped that this, along with discussion with teachers, will provide the necessary reinforcement for rewriting the counseling program in our high school.

Changes to Indicate Better Understanding of Counselor's Role:

A clearer line of communication between counselor and principal, a more favorable administrative view of counseling, and the support of the principal in relating counseling (its roles-responsibilities) to teachers.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: Mrs. Thelma Reid
Washington High School
Washington, Missouri 63090

Group: Administrators

Activity Information:

Approximate number in group: 5
Number of contacts with group: 3
Average length of each contact: 50 minutes

Activity Description:

Discussion of counselors' role in assisting the vice principal with discipline problems. A survey of the literature was made and duplicated to give administration insight into how the counselor should function and to emphasize that pupil punishment can hardly be incorporated into this role.

Changes to Indicate Better Understanding of Counselor's Role:

We hoped that the vice-principal would understand that we could furnish information in cumulative folders and certain other background material. The decision of expulsion, suspension, etc., should be the vice-principal's and it was only through the described activity that we really made our position clear. The vice-principal does feel free to refer some behavior problems to the counselors and he has stopped asking us to share the responsibility for punishing pupils.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: Dr. H. Dale Zimmerman
Supervisor of Pupil Personnel Services
Ligonier School District
Ligonier, Pennsylvania 15658

Group: (a) School Boards (b) counselors, teachers, administrators

Activity Information:

Approximate number in group: (a) 9 board members
(b) 170 administrators, teachers, counselors

Activity Description:

(a) All counselors keep a day-by-day log; these are summarized annually and distributed to the school board members; a part of a board meeting is then used for explanations and questions.

(b) A handbook has been drawn up listing the duties and roles of all members in the Pupil Personnel Services Department. They are made available to all members in the school system.

Changes to Indicate Better Understanding of Counselor's Role:

(a) The school board has granted funds for the expansion of services and hiring of additional counselors.

(b) The number of referrals to the department of pupil services has increased considerately over that of last year.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: Gerald Konetshny, Tom Hansen, Roland Wickiser
Forest View High School
2121 South Goebbert Road
Arlington Heights, Illinois 60005

Group: Administrators

Activity Information:

Approximate number in group:	All administrators and counselors for Q-sorts
Number of contacts with group:	3-4, for Q-sorts. (Administration and results)
Average length of each contact:	1/2 hour for administration of Q-sorts

Activity Description:

APGA lists 50 items that are typical Tasks of Counselors divided into a Q-sort -- As examples -- administrators see counselors functioning compared to how they would like to see them function compared with how counselors see themselves functioning based on the 50 tasks as described by the American Personnel and Guidance Association (APGA).

Changes to Indicate Better Understanding of Counselor's Role:

Administration has developed much more insight to our role as counselors as we see it, and we as they see it. Communication between counselors and administration has improved greatly.

Availability of Descriptive Materials:

The materials needed for administration of the Q-sort technique can be obtained through the activity conductors for cost of materials and handling -- approximately $.50.

ACTIVITY

Conductor of Activity: Barbara Varenhorst, Ph.D.
Gunn Senior High School
Palo Alto, California 94302

Observer of Activity: Dennis J. Stroede, Counselor
Clearwater High School
540 South Hercules Avenue
Clearwater, Florida

Group: Counselors (Junior & Senior High)

Activity Information:

Approximate number in group:	27
Number of contacts with group:	8
Average length of each contact:	6 hours

Activity Description:

The activity consisted of learning the "Life Career Game" which is currently being used in many California high schools to give students the opportunity to practice the decision-making process with a hypothetical life over a period of 10 to 20 years. The objective being to plan the most satisfying life for any given individual.

Changes to Indicate Better Understanding of Counselor's Role:

Have not had the opportunity for follow-up observation for the purpose of assessing behavioral changes. However, considerable success has been achieved in improving the decision making processes of youngsters in many California schools.

Availability of Descriptive Materials:

In depth descriptions of this activity may be obtained from: Harry A. Danielson, Supervisor of Guidance, Pupil Services Division, Board of Public Instruction, Clearwater, Florida or Barbara Varenhorst, Ph.D., Gunn Senior High School, Palo Alto, California.

Comments

One of the most desirable leads into this guidance activity would be a general discussion, with the players of this game, of what constitutes a satisfying life. Some of the factors which deserve consideration are as follows:

a. clean work
b. paid vacation
c. prestige
d. recognition
e. education
f. fun with friends
g. nice home
h. marriage

If the hypothetical life you begin "playing" with is of high school age (and this is recommended) you must raise the question of what factors may affect this person's life in the next ten years. Some considerations are:

a. grades
b. test scores
c. finances
d. quality of interpersonal relationships
e. motivation
f. world situation
g. teacher recommendations

Many things can be taught with each game. Of course, the primary purpose of the activity is to provide the participants with the opportunity to make decisions which will affect a person's life. Aside from that aspect a great deal of time can be spent in the area of values. For example:

a. how are they chosen
b. where did they come from
c. is there a better way
d. kids can change a value if they are aware of it
e. do we do the things we value (is there a difference between should and would)

Perhaps the greatest need for this particular guidance activity stems from the fact that there has been:

a. a general lack of good vocational planning on the part of kids and parents
b. a lack of sound leisure time planning
c. an increasing need to educate the faculties, students and community about what counseling can and cannot do
d. a need to assist students in acquiring and evaluating information. When students learn how to do this they become their own counselors
e. a need for kids to know what good decisions are made from and then experience the results of their efforts

A counselor's job is to facilitate education. The Life Career game, as proposed by Dr. Varenhorst, can be a very beneficial tool to this end.

ACTIVITY

Conductor of Activity: Myron B. Unger, Supervisor of Guidance
Dist. #30, Staten Island, New York
929 East 29 Street
Brooklyn, New York 11210

Group: Leaders of ethnic minority groups, state legislators and local colleges

Activity Information:

Approximate number in group:	1-7
Number of contacts with group:	1 with each of 6 groups
Average length of each contact:	2 hours

Activity Description:

Each session was attended by the 32 counselors serving elementary, junior and senior high schools of the district and the leaders of one community group. The sessions began with the community leaders stating what they thought should be the major services of counselors and whether these services were, in fact, being provided. The counselors responded and then a dialogue ensued. The series of conferences were arranged so the local federation of PTA's, the local branch of the NAACP, and the local urban league were involved. The presenters in these meetings were pupils, parents, members of the association, and counselors.

Changes to Indicate Better Understanding of Counselor's Role:

Communications have improved. The leaders now bring problems and suggestions to the attention of the counselors and guidance supervisor. The program is too new to notice any change in the guidance program or in the degree of acceptance by the community.

Availability of Descriptive Materials:

None

This project is still developing. Descriptive materials may eventually be available.

ACTIVITY

Conductor of Activity: (Mrs.) Sue H. Erp, Counselor
District 4J
Eugene, Oregon 97401

Observer of Activity: Administration, teaching staff, Federal Coordinator for District #4J School District #4 (Dr. Aubrey Trimble, sponsor)

Group: Specifically designed for parents of incoming junior high school pupils.

Activity Information:

Approximate number in group: Neighborhood groups of 6-10, PTA groups of 100, Parents
Number of contacts with group: Pre-showing contact by letters and visits, follow-ups
Average length of each contact: Variable according to need

Activity Description:

Junior High, Bridge to Maturity. 30 minute presentation incorporating 100 colored slides with taped narration plus musical accents giving facts and philosophy of what Eugene District #4 does WITH pupils (rather than TO pupils).

Originally designed for orientation of parents of 7th grade pupils, plans for late spring include small group sessions of those whose children are in 6th grade.

Basic information includes a review of State of Oregon junior high school curriculum, school related activities and organizations. Visualized concepts show "teenage" as a period of problems and compensations of special significance. An abbreviated script reviewing introduction and conclusion is available.

Developed under auspices and funding of a Title I, ESEA project.

Changes to Indicate Better Understanding of Counselor's Role:

In this particular situation, the counselor's role in presenting the program and participating in discussion has helped bridge the gap between home and school communicating with each other; parents have become more willing to come to school for conferences and have opened their homes for neighborhood groups so that public relations have improved.

We have found increased effectiveness by:

1. Establishing informal, friendly atmosphere through
   a. Pre-approach letter, visit
   b. Physical arrangements for informal seating
   c. Serving coffee/light refreshments
   d. Inviting teaching staff participation
   e. Inviting parent-volunteer for liaison in follow-up

2. Opening question/discussion period after showing presentation

3. Breaking into small groups/rotating after fifteen minutes
   a. Scheduling/curriculum
   b. P.E./Health activities
   c. Clubs/Special interests

4. Giving each family copy of District 4J Junior High Handbook

Availability of Descriptive Materials:

Copies of the audiovisual composition for JUNIOR HIGH, BRIDGE TO MATURITY are available on request for 50¢ each including mailing.

ACTIVITY

Conductor of Activity: Terry Thomas
6601 Pear Street
Clarkston, Michigan 48016

Observer of Activity: Charles Williams
Oakland Schools
Campus Drive
Pontiac, Michigan

Group: Parents, students, teachers

Activity Information:

Approximate number in group: 1,500-3,000 All parents in Oakland County reading newspapers, etc.
Number of contacts with group: Daily

Activity Description:

Oakland Area Counselors Week has been established and an accompanying Publicity Guide for Counselors was developed. Included are hints and guides for newspaper publicity, special events, proclamations, etc., with handouts and articles included. These articles cover: "Counselor Week," "A Counselor Speaks," "Orientation," Individualizing Programs in the Secondary School," and "What It Is Like to Talk with a Counselor."

Changes to Indicate Better Understanding of Counselor's Role:

Parent's questions regarding role and function, certification of counselors, training of school counselors.

Availability of Descriptive Materials:

One hundred copies of a publicity guide are available. There is no charge.

ACTIVITY

Conductor of Activity: Richard W. Mulcahy
Stevens High School
Broad Street
Claremont, New Hampshire 03743

Group: Community-at-large

Activity Information:

Approximate number in group: Radio Audience
Number of contacts with group: 2
Average length of each contact: 20 minutes to 60 minutes

Activity Description:

Two radio interviews aimed at the community at large describing the high school's guidance program. The format and typescript are centered on the full guidance services. There is a one-hour "College Placement" program conducted by three counselors.

Changes to Indicate Better Understanding of Counselor's Role:

Proper title of school counselor used; more phone calls from general public; greater voluntary use of the guidance office.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: E. N. Lewis, Jr. Counselor
Beauregard Parish School Board
Drawer 152
De Ridder, Louisiana 70634

Group: Parents, teachers, community-at-large

Activity Information:

Approximate number in group:	50-150 (did program 4 times)
Number of contacts with group:	1 each group
Average length of each contact:	25 minutes

Activity Description:

Role playing with real facts, fictitious names in different counseling situations with problems summarized, conclusions given. Two student actors -- a boy and a girl, and the counselor use an outline to hold the program together but the pupils react as they do in a counseling session. One situation focused on the dropout and the other on the girl who is "going to marry and doesn't need school anyway."

Changes to Indicate Better Understanding of Counselor's Role:

More parents referring their children and seeking information; hardly ever have questions about my role from community at large.

Availability of Descriptive Materials:

Sample of script available without charge from E. N. Lewis at above address.

ACTIVITY

Conductor of Activity: William Logan
Director of Guidance
Cedar Crest High School
Lebanon, Pennsylvania 17042

Group: Parents

Activity Information:

Approximate number in group:	200
Number of contacts with group:	3
Average length of each contact:	2 hrs.

Activity Description:

Series of orientation programs for parents and pupils designed to present the role of the counselor in the education of the student. Objectives of the program were to describe the services of guidance counselors and to arouse interest in parent involvement in the guidance process.

The guidance staff met to outline the scope and nature of materials to be presented emphasizing areas in which parents appeared uninformed. Next, all grade 8-12 parents were sent an open letter and an article was placed in the newspaper. The program covered the history of guidance, current influence, philosophy and objectives, an overview of the guidance program (five services).

Changes to Indicate Better Understanding of Counselor's Role:

Increased parent contact with the counselors. More interest in educational planning. More sophistication on the part of parents in their approach to the values and worth of counseling.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: Beverly Logan and Walton Webb
Former Counselors at
Walnut Hills High School
Cincinnati, Ohio 45206

Observer of Activity: James M. O'Hara, Ph.D.
Director of Guidance Services
608 East McMillan Street
Cincinnati, Ohio 45206

Group: Parents

Activity Information:

Approximate number in group:	200
Number of contacts with group:	1
Average length of each contact:	1 hour

Activity Description:

Counselor vignettes or kaleidoscope of counselor activities -- series of brief role playing skits involving counselor conferences with students on a variety of issues; parents, faculty, and community agency personnel. Performed on a stage with a spotlight fading in and out of the various role-playing scenes. Vignettes followed by discussion with parent group for further elaboration of counselor role. An example of a vignette is a 25 second spot on the counselor and student and as soon as the student said something to the effect, "I'm pregnant and I don't know what to do about it," the spotlight fades from this pair and moves to the next pair, etc. Other topics include; career planning, special education, poor achievement, conflict with a teacher, and quitting school.

Changes to Indicate Better Understanding of Counselor's Role:

1. Immediate increase in demand from parents for more counselors.
2. Greater appreciation of potential contributions of counselor to the educational program
3. Greater respect for the skills and knowledge required of counselors.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: E. Edson Caldwell
Sacramento State College
6000 J Street
Sacramento, California 95819

Group: PTA meetings, teachers' workshops, faculty meetings

Activity Information:

Approximate number in group:	50-100
Number of contacts with group:	1
Average length of each contact:	1 hour

Activity Description:

Role play the wrong approaches to counseling, then the correct. Use audience members or pupils. Show advising, paternal approach, directive, then helping non-directive.

Role playing was also used to show the difference between teaching and counseling. A teacher-pupil relationship followed by a counselor-pupil relationship was the procedure used.

Discuss relationships after each short presentation and at end invite questions from audience. (Get more feedback than from a speech.)

Changes to Indicate Better Understanding of Counselor's Role:

No opportunity to observe.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: David A. Kendall and Patricia Gearing
Counselors
Wheatland-Chili High School
Scottsville, New York 14546

Group: Community-at-Large

Activity Information:

Approximate number in group:	15 (may be repeated later to different people)
Number of contacts with group:	One
Average length of each contact:	One hour minimum

Activity Description:

This was a high school group demonstration undertaken during American Education Week to acquaint the public with the T-Group Technique which we use extensively in our school. We used a group which we had been working with for some time, and demonstrated the group-in-action, following a short presentation about the purposes, goals, methods, intentions, etc. A discussion period followed the demonstration.

Change to Indicate Better Understanding of Counselor's Role:

Verbal feedback was very positive from those in attendance and has remained so. The non-informed public continues to be skeptical and resistant. Such demonstrations have proven more effective than mere public explanations in acquiring community support for this program. Overall result: T-group work with pupils is being expanded, with strong support from most people who appear to understand it, negativism from some community members, lack of involvement by the great majority.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: Clifford Woehrle
Director of Guidance
Mehlville School District
3120 Lemay Ferry Road
St. Louis, Missouri 63125

Observer of Activity: Mrs. Ruth Young
Vice-President and Program Chairman
Mothers' Club
2744 Erb Road
St. Louis, Missouri 63129

Group: Senior-junior high school Mothers' Club

Activity Information:

Approximate number in group: 50
Number of contacts with group: 1 each year
Average length of each contact: 45-60 minutes

Activity Description:

In the past contacts, the guidance group had done a panel, group discussion, lectured, asked for questions prior to meeting, etc. None of these seemed to produce the reaction we hoped for. This time we attempted to demonstrate group guidance or discussion to the mothers. The group was divided into four groups -- one junior high and three senior high. Two counselors per group. The counselors took the role of a participant, not a leader. We got the response we wanted -- reaction of the mothers to questions and answers.

Basic procedures included: introducing members of the group to "break the ice," have the counselor avoid starting the discussion -- the silence is almost unbearable; counselor involvement limited to correcting incorrect information -- as a discussant; try to get everyone involved, and give the group a chance to keep itself going.

Changes to Indicate Better Understanding of Counselor's Role:

The mothers found that the counselor was a person and they could relate to him. They found that the counselors have many methods by which they can help or work with pupils. Much information was transmitted in a short time. Mothers found that others like them had the same problems. Mothers found that the counselor can be helpful to them and is not unapproachable.

Availability of Descriptive Materials:
None

ACTIVITY

Conductor of Activity: Glenn Button
Research Coordinator
Kent Guidance Department
508 North Central
Kent, Washington 98031

Observer of Activity: Parent teacher association at several of elementary and junior high schools

Group: Teachers, parents, administrators

Activity Information:

Approximate number in group:	50-175 each time
Number of contacts with group:	several PTA groups
Average length of each contact:	estimated 1 hour

Activity Description:

Present as a program a demonstration of guidance in action using a team approach. The members of the team include counselor, social worker, administrator, teacher, psychologist, nurse, (speech therapist-possibly) and physician. The child had been studied and his family seen by individuals of the team prior to the conference. Goal -- to seek better educational, emotional or social adjustment for the child (many other projects intended to educate educators and parents used with effectiveness).

A comprehensive handbook describing the role and activities of these specialists has been developed for both the elementary and secondary level.

Changes to Indicate Better Understanding of Counselor's Role:

Increase in appropriate type and number of referrals to counselors.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: Marian Osterloh
Pleasant Valley High School
1475 East Avenue
Chico, California 95926

Group: Parents

Activity Information:

Approximate number in group:	10-20
Number of contacts with group:	once a year
Average length of each contact:	one hour

Activity Description:

PTA chairmen contact mothers who may wish to volunteer their homes in which to have group meetings; "Coffee Claches." The principal, counselors, and/or department chairmen, two or three of these --different ones -- attend these groups to discuss programs in the school and answer questions about individual children when requested. Parents are invited to come to school for further, more detailed, discussions. Six to 12 parents usually attend each meeting. Chairs are arranged in an informal circle, introductions are made and questions are discussed and answered. One meeting was devoted to showing a film on drug use and the film was used as a discussion point. At another meeting only parents of seniors were present so the time was devoted to college plans and entrance requirements.

Changes to Indicate Better Understanding of Counselor's Role:

Parents come to these who won't seem to come to school. They feel more at ease in a home with other parents. No one person has to be a "president" or has to talk or is given a job to do while at these meetings. The hostess invites mothers (and some fathers come) from their respective residential areas to attend. We feel that these groups foster more successful parent-school relationships than the usual PTA meetings and give counselors more contact with parents in a more relaxed setting.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: Kathleen D. Crouch
Counseling Center
Georgia State College
33 Gilmer Street, S.E.
Atlanta, Georgia 30303

Group: All publics

Activity Information:

Approximate number in group: no limit
Number of contacts with group: 1 contact

Activity Description:

A series of slides was developed to be used by counselors when they make talks to diverse groups.

"The Counselor Works With" was designed to allow the counselor to utilize slides from his own specific school or district and to eliminate slides in the series which did not apply to that particular district. They are directed toward "working with" other people in personnel services.

The slides reflect the personality and activities of the counselor, in the school and in the community. It costs $25 to set up, can be updated easily, and holds parents' interest by including their children in the slides.

The slides depict the counselor counseling, testing and giving information individually and in groups to pupils, parents, teachers, administrators, and various members of pupil services. Also depicted are community groups, college representatives and referral sources. The kinds of information the counselor handles and disseminates are pictured and the various professional associations and counselor activities are included.

Availability of Descriptive Materials:

An outline of the arrangement of the slides and therefore the speech is available on request at no cost.

ACTIVITY

Conductor of Activity: Constance Macmillan, Counselor
Chariho Regional School
Wood River Jct., Rhode Island 02894

Group: 7th grade pupils

Activity Information:

Approximate number in group:	150 in groups of 6
Number of contacts with group:	1
Average length of each contact:	20 min.

Activity Description:

Group discussion of the role of the counselor as seen by the pupils, clarification by counselor, questions brought out if possible; orientation to school policies concerning counseling services; introduction of pupils in group and counselor to each other; small group counseling concerning problems already encountered -- with individual follow-up if desired. Find this helps pupils to feel a rapport with counselor and come back comfortably, if needed.

This activity also used so that all pupils come in to the counselor's office at least once to familiarize them with it, to erase any stigma of coming for guidance (if all come initially as a group, no one seems to feel strange in coming again), and to try a new experience in the security of a group of known persons.

Changes to Indicate Better Understanding of Counselor's Role:

Some felt that they only came to see a counselor if they had major problems, others that they should come only for program changes. Many were apprehensive of the unknown counselor, etc. After this introductory session, many pupils felt more at ease in counseling sessions, came to discuss academic, social, and physical problems that they had not before thought in the realm of guidance.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: Donald Walter and Betty Tiffany, Counselors
Sacajawea Junior High School
401 East 33
Spokane, Washington 99203

Group: Pupils

Activity Information:

Approximate number in group:	600 (visited 35 at one time)
Number of contacts with group:	1
Average length of each contact:	30 minutes

Activity Description:

We developed a guidance handbook using cartoon characters to explain the following services: orientation, information, counseling, and testing. During the first two weeks of school we visited all 7th graders and explained our services using the overhead projector.

Changes to Indicate Better Understanding of Counselor's Role:

We noted a friendly attitude in the hall immediately. We also noted more self referrals from the seventh graders.

Availability of Descriptive Materials:

Copies of "Sacajawea Guidance Handbook" are available at $1.00 each including postage. Requests should be to Betty Tiffany at above address.

ACTIVITY

Conductor of Activity: G. K. Glaze
Clarkston Senior High School
Clarkston, Washington 99403

Group: 1) Pupils
2) Administrators

Activity Information:

Approximate number in group:	1) 250/year (about 30 at a time) e.g. freshmen and sophomore classes 2) 4 administrators
Number of contacts with group:	One in each case
Average length of each contact:	1) 1 hour 2) report in written form

Activity Description:

1) Explanation of counselor's duties during sophomore orientation. Also explanation in student handbook.

2) A formal written report to administrators and others indicating interest. The report covered the past duties and the direction in which we are trying to go.

Changes to Indicate Better Understanding of Counselor's Role

We get more pupils coming in on their own. Teachers seldom come to us for administrative help, but make use of our office for counseling and case conferences.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: Pupil Personnel Services Section
Minnesota Department of Education
St. Paul, Minnesota 55101

Group: Pupils

Activity Information:

Approximate number in group:	Unlimited
Number of contacts with group:	Not applicable
Average length of each contact:	Not applicable

Activity Description:

A booklet, "Counseling Is . . . ," was developed to communicate counselor role. The booklet uses mainly cartoons to explain a few things about what counseling is and what it attempts to do for pupils. Although the booklet has been prepared primarily for pupils, it would be useful with parents, teachers and administrators.

Changes to Indicate Better Understanding of Counselor's Role:

Booklet is new, therefore little opportunity to evaluate. However, this resource seems to have much promise for communicating the counselor's role.

Availability of Descriptive Materials

Single copies available on request to Director of Pupil Personnel Services Section.

ACTIVITY

Conductor of Activity: Howard Couch, Guidance Director
District #91
150 North Water Avenue
Idaho Falls, Idaho

Observer of Activity: Rheim M. Jones, School Board Member
275 Marjacq Avenue
Idaho Falls, Idaho 83401

Group: School Personnel

Activity Information:

Approximate number in group: 10
Number of contacts with group: 2 showings thus far
Average length of each contact: 20 minutes

Activity Description:

A set of 74 35 mm slides with taped narration depicting pupil personnel services in our district and especially the work of an elementary school counselor. Name of Project: The Riverside Story.

Changes to Indicate Better Understanding of Counselor's Role:

So far, favorable comments are the only response of which I am aware. The story has been used in a master's thesis project to determine the effectiveness in changing teachers' attitudes toward the need for counseling at the elementary level. A preliminary view of the results of before and after ratings indicate a more positive attitude toward counseling following the showing of the film.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: Clarence Musgrave
Fayette County Guidance Committee
Walton Avenue
Lexington, Kentucky 40508

Group: School Staff

Activity Information:

Approximate number in group: 20

Activity Description:

Committee of guidance director, counselors, administrators, and outside consultant evaluated role of counselor in Fayette County school -- teachers were asked to express views and questions to the committee. Results of the year-long project were mimeographed and distributed to counselors, administrators and participating teachers.

Changes to Indicate Better Understanding of Counselor's Role:

The final report, "Guidelines for Guidance in Fayette County Schools," has been used extensively as a frame of reference for all schools as they continue their efforts in planning and implementing programs of guidance services. It has also served a vital purpose in orienting new counselors and prospective counselors to the Fayette County school philosophy of guidance and counseling.

Availability of Descriptive Materials:

Copies of "Guidelines for Guidance in the Fayette County Public Schools" are available at 25 cents including postage to the first 50 requests. No additional copies will be available until the guidelines are revised.

ACTIVITY

Conductor of Activity: Counselors
Meadowdale High
6002 168th Street, S.W.
Lynnwood, Washington 98036

Group: Teachers, administrators, pupils

Activity Description:

A series of survey instruments to assess perceptions of counselor role -- "Comparison of 'actual' with 'ideal' Situations as Regards Activities Performed by Counselors," (for principals and counselors to complete) "Counselor Philosophy Statements Survey," (for groups of counselors) "Counseling Service Evaluation" (for pupils) "Questionnaire on Perceptions of the Role of the Counselor," (For all professional staff) "Counselor Concerns" (a series of weekly newspaper articles).

Changes to Indicate Better Understanding of Counselor's Role:

Summary statements are available to illustrate the usefulness of these instruments.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: Phyllis Barker
Director of Guidance
Mount Vernon High School
Mount Vernon, Indiana 47620

Group: Teachers, administrators, parents, pupils

Activity Information:

Approximate number in group: Entire student body and faculty

Activity Description:

Publication of a "Guide-Lines" paper -- every two weeks during the school year. A copy is given to each pupil and faculty member and sent to the administration and other key personnel. Pupils are encouraged to take it home for parents and to save it for future reference.

Changes to Indicate Better Understanding of Counselor's Role:

1. More pupil initiated conferences
2. More use of guidance reading room
3. Parent comments

Availability of Descriptive Materials:

Sample copies are available for the cost of mailing. Interested persons should include a stamped, self-addressed envelope with requests for materials.

ACTIVITY

Conductor of Activity: Phyllis K. Lisi, Counselor
Anthony J. Veraldi Jr. High School
Middletown, New York 10940

Observer of Activity: The Veraldi Counseling Staff (4 members)

Group: Staff

Activity Description:

The Newsletter was started in 1966-1967 to keep teachers abreast of the activities going on in the guidance department and to fill a gap in the understanding between teachers and the guidance office.

The Newsletter's main objectives are to keep communications open between faculty and the guidance office, to acquaint new staff with procedures in guidance, and to keep all staff up to date on current activities in the department.

As with many large institutions, the duties of special services and members of the administration are often misunderstood. We have endeavored to present these services through the Newsletter.

Teachers do participate in that we leave the way open for them to make suggestions and to visit with us whenever they see fit. This is initiated in each issue through the suggestion sheet.

Changes to Indicate Better Understanding of Counselor's Role:

Since this is not an activity where we meet in a formal gathering, it is difficult to state behavioral changes. It is our feeling, however, that much of the faculty feels a closer bond with the guidance department. Too, good will is evident through the participation of other staff members in the writing of articles. The suggestion sheet has not taken hold as well as we hoped; suggestions which are made are responded to in the succeding issues.

Availability of Descriptive Materials:

Sample materials are available at minimal costs which include duplicating and mailing.

ACTIVITY

Conductor of Activity: Marian Wright, Supervisor of Guidance
Hamilton County Board of Education
325 East Central Parkway
Cincinnati, Ohio 45202

Observer of Activity: Helen Albring, Counselor (Chairman of Group)
Three Rivers Junior High School
8575 Bridgetown Road
Cleves, Ohio 45002

Group: Teachers and Administrators

Activity Information:

Approximate number in group: 18
Number of contacts with group: 12
Average length of each contact: 2 hours

Activity Description:

The group planning the handbook for teachers was composed of teachers, administrators and counselors from primary through high school. Three handbooks were created by three subcommittees from the group. All material for handbooks was brought back to the group for critical analysis and approval. The three handbooks were distributed to the teachers in the Hamilton County School District in September.

Changes to Indicate Better Understanding of Counselor's Role:

I can only speak for my school district. The teachers are much more aware of the services offered by the counselor. They also understand more fully the use of standardized test results. There have been many more contacts with the counselor initiated by the teachers. Communication is definitely improved.

Availability of Descriptive Materials:

Three handbooks are available at $1.00 each including mailing. These are:
1. Elementary (K-6) Guidance Handbook
2. Junior High Guidance Handbook
3. Senior High (9-12) Guidance Handbook

ACTIVITY

Conductor of Activity: Dr. Thomas W. Stephens
Coordinator of Guidance Services
San Mateo U.H.S. District
650 North Delaware
San Mateo, California 94401

Observer of Activity: Vice principals of guidance in each of 7 high schools also conducted activity.

Group: 1) New teachers, 2) all school faculty, 3) pupils

Activity Information:

Approximate number of group:	District average daily attendance - approximately 12,000
Number of contacts with group:	Varied according to activity; usually once in formal act
Average length of each contact:	Varied according to activity; usually 1 hour

Activity Description:

This response covers the three activities listed under Section II (Group). Activity 1) is done routinely each year as part of new teachers' meetings when entire counseling staff meets with new teacher groups at each school to explain role. Activity 2) refers to annual, in some schools, and bi-annual meetings with other faculties to discuss counseling procedures and services. Activity 3) consists of routine freshman class guidance unit presentations in which counselor representatives discuss the school and guidance operations either in World Geography classes or in small groups of counselees.

Some of the material used in the activities was prepared at a "guidance council retreat."

Changes to Indicate Better Understanding of Counselor's Role:

Have not made any formal evaluation of these changes. We are in agreement that 1) there is less confusion as a result of these (and related) activities, and 2) there is a need for more thorough understanding of the counselor's role, generally speaking.

Availability of Descriptive Materials:

None

ACTIVITY

Conductor of Activity: Roger A. Martin, Guidance Director
High School
Madawaska, Maine 04756

Group: Teachers

Activity Information:

Approximate number in group: 35
Number of contacts with group: 2
Average length of each contact: 40 minutes

Activity Description:

Explanation of function of guidance department - materials available to teachers - encouraging case conferences - each teacher given copies of "The Role of the Secondary School Counselor" - and "Teachers and Counselors Work Together".

Changes to Indicate Better Understanding of Counselor's Role:

Teachers have called on counselor more often for case conferences - teachers have made greater use of information in cumulative records.

Availability of Descriptive Materials:

APGA Publication Sales, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009
"The Role of the Secondary School Counselor" 25 for 75¢
"Teachers and Counselors Work Together" 15 for $1.00
"The Teacher Looks at Guidance" 50¢/quantity discounts
"Expectations and Commitments" 15 for $1.00

American Vocational Association
"Vocational Aspects of Guidance" 50¢ each

Public Affairs Pamphlets
"What to Expect from School Counselors" 25¢/quantity discounts

Program Name: Group Guidance for Oregon Secondary Schools

Sponsored By: Dale Parnell, Superintendent of Public Instruction, Salem, Oregon

PREFACE FOR GROUP WORK IN SECONDARY SCHOOLS

It is known from literature concerning the learning process that the quality of the relationship between the teacher and his students is a critical factor. Machines, schedules, budgets, all can facilitate the process, but it comes off significantly better when a teacher can convince students that both the subject matter and the learner are vital, interesting, and worthwhile. The difficulty has been to convince large numbers of students over and over again. It is somewhat surprising, therefore, that group work is considered a recent innovation in the secondary school. Thoughtful, creative school personnel have been involving students in their environment via group interaction for many years. Such procedures are natural results of having too many students, not enough time or materials, and the desire to make something happen in the lives of students.

The purpose of this overview is to present a viable and flexible resource for those innovative people who already know the value of group learning and group teaching. While its applicability to the more traditional group settings, e.g., educational and vocational planning, the democratic process, and the understanding of social problems should be clear, it is intended to be useful to anyone who has the responsibility of guiding the learning of students. It consists largely of common sense, spiced with some techniques and procedures which have been tried and found effective. The learning premises on which it is based are that individuals learn better when:

1. They are following their interests.
2. They have some responsibility for the direction of their learning.
3. They feel they are of value.
4. The can experience the subject matter.
5. They can help someone else to learn.

6. There is a real need for them to learn.

The concept of group work is not new nor are the premises listed above. The intention here is to combine them in a fresh way.

A FRAME OF REFERENCE

The major function of group guidance is to provide a technique for presenting information and materials to students which will stimulate their thinking, assist them in self-appraisal and decision making, and promote an atmosphere in which effective communication can take place.

The scope of the group guidance program is determined by the objectives which are set forth by the school. Normally, it will include provision for the presentation of information which will assist the student to interpret the culture in which he lives. It will also help provide a sequence of experiences essential to the incorporation of this information into a value system and a philosophy of life.

The objectives of a group guidance program should determine the nature and extent of such a program. Objectives will be covered in greater detail in another section; however, here are some generally accepted objectives for a group guidance program. Students develop:

1. An understanding of self and a positive self-concept.
2. An understanding of careers and the ability to implement the self-concept through an occupational choice.
3. An understanding of rights and responsibilities in a democratic society.
4. The desire to participate in the school as a real and not a contrived experience.
5. An understanding and respect for others.
6. The ability for effective interpersonal relations.
7. An understanding of moral and ethical values and their relationship to acceptance of responsibility for their actions.

GENERATING VERIFIABLE OBJECTIVES

Developing objectives for educational endeavors has been a part of the school scene for many years. Only recently, however, have educators become aware of the need to develop objectives which can be evaluated in terms of behavioral outcomes. Behavioral outcomes may be defined as observed or verifiable changes in behavior which may be exhibited through skills, attitudes, interests, or adequate adjustment.

The basic guideline for establishing objectives of the program should be the needs of students to be served. These needs can be determined by professional judgment, student surveys, or direct communication with students. After the need has been determined by one or more of these, or other means, it is then possible to develop objectives based upon these needs.

Developing verifiable objectives is an important job since educators and lay persons are raising questions about the effectiveness of programs. Most schools have written objectives but they are often either too comprehensive or not stated in behavioral terms. While it is not necessary that all objectives be written specifically, it is desirable for general objectives to have the capability of being translated into specifics, which will permit attainment.

One of the general objectives can be taken from the guidance program in a given school. This can be translated into terms which will permit evaluation. The attempt here is to try to break down the broad general statements into specifics of behavior or performance which will yield valid information.

As an example, the following is an acceptable general objective but needs to be more specific in terms of what can be verified.

Students develop an understanding of self and a positive self-concept.

How can it be determined if a student has an understanding of self and a positive self-concept? How can this be broken down? What behavior would indicate to us that the student has an understanding of self? Suppose the above objective is broken down into other, more specific objectives.

a. Students make fewer changes in their school program.

b. Students improve self-concept as a learner as measured by the Waetjen Self-Concept Rating Scale.

c. Fewer students are referred to the office for disciplinary reasons.

d. Students have fewer fights and quarrels.

e. Students can identify personal friends in the school.

f. There is an increase in the number of students actively involved in student activities.

The question to be asked is how can the group guidance program contribute toward reaching the objectives indicated above? This will be taken up as another section.

Another example of an objective which can be made more specific is cited below:

Students develop an understanding of the world of work and the implementation of a self-concept through a series of decisions relating to vocational choice.

a. Students demonstrate a knowledge of education offerings through decisions made about their own educational program.

b. Students demonstrate ability to make choices by making tentative decisions concerning future plans.

c. Students demonstrate a knowledge of occupational clusters by their ability to classify certain jobs into appropriate clusters.

d. Students demonstrate an awareness of economic supply and demand by building a budget for their own use.

e. Students are able to express individual opinions about their own future plans in small group sessions.

Generating further objectives can follow this same procedure. Effective approaches and programs to reach these objectives is the next step. New approaches must be sought when those being used are found to be ineffective. Teachers and counselors are thereby challenged to establish their own effectiveness in reaching these objectives.

ORGANIZATION OF GROUP GUIDANCE PROGRAMS

Most schools have a variety of activities which come under a general heading of "group guidance." Some schools have identified these activities as group gui dance and have carefully scheduled them in a meaningful way in an identifiable program.

Other schools provide the activities for the student, but do not identify each individual component as part of an organized and well integrated program of group guidance. However, it is vitally important that a planned sequence of experiences be undertaken which will provide the cornerstone for building values and attitudes necessary for the student's development and effective functioning in society.

Student Needs

Before selecting an organizational pattern, the needs of students should be ascertained. The suggested sequence for "learning sessions" and "planning sessions" of any successful group guidance program at the secondary level should incorporate the "readiness" of the student to utilize the content of the program. If the program is to be meaningful, the student must be able to bring the reflections of the peer group into focus within his own frame of reference. Many efforts to provide group guidance have failed because the sessions were used to force points of view of the administration or faculty on students. Students must feel free to explore ideas that are of concern and interest to them, and feel free to express their opinions without being threatened by persons in authority.

Student needs might be expressed in two general groups: short term and long term needs.

Short term needs will usually be quite specific. They will arise out of day-to-day school living, will vary with the time of year, and will have rather marked effect on behavior. Short term needs may affect small groups of students rather than the total school population. Flexibility must be maintained in order to accommodate changing needs of students.

Long term needs are likely to affect all students and may already be partially met in the traditional management practices of operating a secondary school. Long term needs may have a more subtle effect on student behavior and are likely to be associated with attitude formation.

Short term and long term needs are inherently different. Each requires concentration and it becomes one of the principal tasks of the coordinator of the group guidance program to relate and coordinate the short term with the long term needs.

There seems to be little agreement as to what materials should be presented and where in the sequence it will best meet the needs of the secondary school student. However, certain physiological and psychological factors seems to manifest themselves more than others at certain times within teenage youth.

Organizational Patterns

The different organizational areas of responsibility and the persons who will accept that responsibility in the development of the group guidance program are illustrated in the following table.

Of the persons responsible in any area, number 1 of the table will likely assume the most responsibility. The amounts of responsibility will likely reduce as the numbers increase down the table.

Areas of Responsibilities	GENERATION	AUTHORIZATION	COORDINATION	IMPLEMENTATION	PARTICIPATION	EVALUATION
Persons Responsible 1	Counselor	Adminis.	Counselor	Teacher	Student	Counselor
2	Teacher	Teacher	Teacher	Counselor	Teacher	Student
3	Student	Student	Adminis.	Student	Counselor	Teacher
4	Adminis.	Counselor	Student	Adminis.	Adminis.	Adminis.

Evaluation, the last step in the cyclic development of the program, will naturally lead to the generation of changes in the program. These changes will need to be "authorized," "coordinated," "implemented," and will need the "participation" of students before "evaluation" again. This cyclic development should continue as long as the program continues if it is to remain effective.

Variable factors which influence the organizational pattern for group guidance in a school, include: size of school, daily class schedule, large and small group meeting facilities, number of periods in the day, qualifications and assignments of staff, and organization of the curriculum.

Different organizational patterns will be described. It should be noted from a study of these descriptions that group guidance can be a part of any school program.

The Guidance Class Approach

The teacher or counselor conducts group guidance activities one or more days a week for a predetermined period of time (quarter, semester, school year, etc.). The class may alternate days of the week with another class, such as health, or use a block of time. The class may be required or be an elective.

Counselor Moves From Class to Class

A counselor will replace a teacher or work with a teacher as a team to lead the activities in a regular class or a homeroom. The counselor may move from class to class on a schedule until all classes or homerooms have participated in group guidance.

Discussion of Critical Incidents

The teacher or counselor uses incidents which occur in the school or community as a basis for discussion in a regular class or homeroom when such incident is relevant to the group guidance program. Group guidance type activities may also be used by the teacher in his course to improve the conditions for learning. These would likely be in addition to other more organized arrangements for group guidance.

Counselor Conducts Group Guidance With His Own Counselees

When counselors are responsible for students assigned to him on a classroom or homeroom basis, he conducts group guidance in these rooms. When not involved with the counselor in conducting group guidance this plan provides teachers with preparation time.

Counselor Responsible For Group Guidance Activities For About Ten Classrooms

This entails coordinating the activities, serving as a resource person and supplying guidance and materials for about ten teachers. All counselors involved could meet periodically to coordinate the total program.

Counselor Assigned to Teaching Teams

The counselor coordinates the group guidance activities of the teaching team, assists in the group process, and may or may not have the students of this team as his counselees. The counselor may be assigned to one or more teams.

Combinations of Above Approaches

It is possible to arrive at several other varieties of organization by combining and rearranging ideas of the above six varieties.

SCOPE AND SEQUENCE OF GROUP GUIDANCE

To obtain desired outcomes, proper selection and placement of materials is essential in making the program functional. Desired outcomes cannot be accomplished by programs composed of odds and ends with no apparent direction. The objectives of the successful group guidance program can only be realized with consciously directed, intelligent, and earnest efforts by those responsible for the program.

Desirable aspects of a sequential planning effort include the following:

1. The material is worthwhile because it has been given some thought and has been carefully selected,
2. Proper sequence prevents unnecessary duplication and the resultant boredom for the student.

In addition, materials and ideas made available ahead of time enhance the program because time, opportunity, and originality are not always available to the average group guidance instructor.

The use of uniform topics presented in an orderly fashion allows for continuity within the program.

TECHNIQUES AND APPROACHES

The effectiveness of a group guidance program will depend, in large part, upon the planning, techniques, and abilities of those who accept responsibility for dealing directly with the students. Assuming that the school has established a workable organizational pattern for group guidance, the success of the program will be directly related to the quality of these daily activities. Students must find group guidance topics and materials meaningful and interesting. Most important, students must find that group guidance activities have real application to their daily lives and plans for the future.

Following are some typical considerations which often confront staff members who plan for group guidance:

1. Will each group guidance activity be part of a continuum dealing with a specific unit or area, or will each activity be developed as an independent lesson not necessarily related to previous or ensuing sessions?
2. What amount of preparation, if any, will be required of students?
3. Will pupil evaluation in the form of traditional grades, citizenship marks, etc., be utilized?
4. Will students participate in planning and scheduling group guidance activities?
5. If group guidance sessions are to be conducted with groups organized in other than the traditional classroom manner, will special arrangements and plans for student discipline need to be considered?
6. What can be done to insure a balanced program which does not "bog-down" in areas which seem important to staff but have little meaning or motivating effect on students? How can activities be kept "fresh" and appealing so that enthusiasm, participation, and interest will remain high?

7. Will in-service activities be conducted for staff involved in the group guidance program? Do staff members need to develop better techniques for planning and conducting group guidance activities?

8. Will it be desirable to organize each group internally, providing officers, student leaders, etc.?

9. How far ahead will a calendar of events be established? Who will have final responsibility for scheduling activities on such a calendar? Will scheduling remain flexible enough to allow the school to deal with unforeseen problems which arise within the school and student body?

10. What attributes will be sought in staff members selected for group guidance work? What portion of the staff will be involved in the program?

Usually, it is not difficult for school personnel to identify objectives for a group guidance program. However, once having fixed specific goals, difficulties may arise in developing activities which will provide implementation. Suggestions regarding group guidance program techniques are submitted below with the objective of supplying basic ideas which will stimulate staff members to adapt and develop activities to meet their individual needs.

Program Techniques

Films. Many excellent films which readily lend themselves to group guidance work have become available in recent years. It is usually wise to preview a film prior to use to ascertain its quality, specific content, and appropriateness. Older films, though they may contain excellent script material, often lack quality photography and staging techniques. These faults, coupled with out-dated clothing, automobiles, and dialogue, may distract the student from

the guidance information and render the film nearly valueless. With the many quality films being produced every year, there is little reason to settle for a film product that is less than adequate and that will reflect poorly on the group guidance program. Previewing all films will prevent the scheduling of out-dated products and will increase the effectiveness of introductions and preparation for follow-up discussions.

Other Audio-Visual Materials. Many other audio-visual devices are used for guidance purposes. These materials include filmstrips, recordings, bulletin boards, charts, slides, television, radio, and overhead projectors. Audio-visual makes possible a wide range of learning experiences. Aids such as these help students understand concepts in sequence. Effective use of audio-visual makes learning meaningful because the things studied can be seen and heard directly. Audio-visual aids make learning more permanent because students visualize what they have seen.

Community Resource Speakers. Every community has many individuals who are potential group guidance resource people. Political, judicial, and law enforcement figures are a few who might be considered. Juvenile authorities, social workers, employment specialists and business and industry representatives are others who may prove valuable as guest speakers.

If group guidance is normally conducted with numerous small groups, it may be advisable to seek ways to combine several groups so as to provide a sizable audience for a guest speaker. Care should be taken to select speakers who have demonstrated ability to communicate effectively and will be likely to represent their agencies well. Careful briefing of a guest prior to his presentation will enable him to select the most meaningful material and be prepared to utilize the allotted time and facilities to the best advantage.

Staff Resource Speakers. The large secondary school faculty usually includes a wide variety of individual backgrounds, interests, and experiences. In seeking resource persons for group guidance presentations, the faculty should not be overlooked. Not only are faculty members readily available, but they are experienced in dealing with young people and will be likely to communicate effectively. Guidance is not the sole responsibility of the counseling staff, but is part of the total function of all teachers and administrators. The group guidance program should provide opportunities for widespread staff involvement.

Student Resource Speakers. Increasingly, individual students are finding it possible to engage in a wide variety of activities, both within and outside of the school. A sharing of experiences among students will help spread the benefits of such activities and may prompt more students to participate in worthwhile extra-curricular programs.

Counseling Information Program. Group guidance provides students with basic counseling information which will be of common interest, meet common needs, and will greatly facilitate subsequent one to one counseling. Carefully planned presentations by counseling staff members may cover such areas as college entrance requirements, interpreting test scores, effective study habits, employment trends, etc. Counseling staff members may vary widely in their abilities to effectively present such material to groups of students. For best results, it may be advisable to allocate the more capable speakers among the counseling staff for such group guidance work.

Student Panels. Student panels provide a means of ascertaining student opinions and feelings regarding topics of common concern and serve to promote further discussion among all members of the group. Panels may be directed by staff members who moderate and supply questions

to stimulate discussion or they may be completely organized and conducted by the students themselves. Their scopes may be broad, or limited and well defined. The type of organization will depend largely upon the nature of the topic and the objectives of the program. Problems may arise in connection with the pace or rate of progression achieved during the presentation. Inexperienced students may tend to belabor points and jump to unrelated subjects. If the intended subject is to be dealt with in the time allotted, some provisions for gauging the rate of progress will be needed. Audience comprehension will usually be able to move as rapidly as the panel. Students will tend to lose interest if the panel dwells unnecessarily on minor or subordinate points.

Faculty Panels. In large schools, individual students have opportunities to meet only a small fraction of the total staff. Teacher panels in group guidance sessions provide opportunities for more students to become acquainted with, and share the thinking of, a wide distribution of faculty. Such programs allow teachers and administrators to meet students in an informal atmosphere and contribute to the guidance process. Just as student panels will often be most effective when directed by staff members, faculty panels will often be most effective when arranged and conducted by students.

Sounding Board. A particular type of panel which can be quite effective in identifying interests and developing subjects for future discussion may be referred to as a sounding board. Such a panel may be composed of students or faculty or a combination of both. Questions, complaints, or comments may be submitted by students, teachers, or counselors. The main objective is to provide a means which will allow those within the school to bring up topics or questions to be considered or answered. The variety will be wide, the pace fast, and the resulting discourse can be stimulating and productive for all concerned.

Student Council Forum. Group guidance sessions can provide a means of better communication and participation in student government. Representatives of the student government may periodically conduct an open forum in group guidance or homeroom sessions. Students may receive first-hand explanations of the work of the student council, and the student council may be made aware of the feelings and ideas of the student body. Recommendations from individual students will be heard and considered by the student council which, in turn, may wish to approach the administration with recommendations. The student council forum can supply a valuable learning experience in democratic procedures, improve the effectiveness of student government, and provide a course of possible action for ideas developed during group guidance discussions.

Case Studies. Carefully selected and prepared case studies including information appropriate for student consumption can be useful as a group guidance tool. Presentation by the counselor should be followed by a general discussion. Such areas as the drop-out problem, juvenile delinquency, and early marriage may be approached through this technique. Properly conducted, such activities provide opportunities for students to apply the lessons of realistic cases to their own situations.

Club Programs. Group guidance or homeroom periods may be utilized by various student clubs and organizations for the purpose of explaining their functions and accomplishments and encouraging broad student participation. Too many students fail to become involved in any extra-curricular aspect of the school program and thus fail to take advantage of opportunities to develop talents and skills associated with participation in group activities. Making time available for club presentations can have a stimulating effect on those organizations and will serve a worthwhile guidance goal by promoting broader participation.

Inter-Group Activities. It may be possible to invite students from other groups or schools as guest participants in group guidance activities. Similar problems and concerns prevail throughout most secondary schools and the exchange of views with members of other groups from their own or other schools may broaden the scope of student experience and understanding. One example of the application of this technique would be a panel presentation by capable seniors in a freshman or sophomore group guidance session dealing with the development of effective study habits.

Opinion Inventories. A variety of student opinion surveys and inventories are often presented in group guidance reference materials. The main purpose of such instruments is to allow the student to test himself and ascertain the extent of his knowledge, feelings, or habits in specific areas. Opinion inventories may improve the student's awareness of his own attitudes and practices as well as those of his peers. Inventories will often be most useful in stimulating group guidance discussions and related activities if they are constructed locally to meet the specific needs of a particular group at a particular time.

Taped Presentations. Staff members may wish to commit carefully prepared presentations to tape recording so that they can be used conveniently with several groups over a period of time. Difficult subjects such as sexual ethics may be approached in this manner with the advantage that, being pre-recorded, they can be analyzed prior to use. This insures that the lesson will be presented exactly as intended and a convenient record of the treatment of the topic will be available for future reference.

Another effective use of the tape recorder is the recording of panel discussions for future reference. Comments made during a panel discussion at the beginning of a unit may demonstrate changes in attitudes or thinking when played back at a later date.

Sub-Group Discussions. At times, students who have been brought together for group guidance may be organized into sub-groups. Sub-groups are a convenient means of dividing and apportioning the discussion topic and will allow participation by all students. To make sub-group discussions effective, a clear definition of the topic must be established and some result in the form of a report to the whole group should be required.

Bookfair. Books, new and used, owned by a given school district or those which might be purchased are put on display in some manner. The purpose of having a display is to interest students and/or teachers in conjunction with topics of individual interests. This may be done by teachers and/or counselors or more effectively in cooperation with the library or the instructional materials center. Displays could be used during national library week or children's book week or to call attention to any relevant issue.

Forum -- Panels That Emerge Into Forums. This group may discuss a problem that interests students. Anyone can take part in the discussion. A group of students may meet together and a chairman recognize a person who wants to speak. A speaker may first make a speech, or use some audio-visual device to demonstrate a viewpoint. A panel may talk about the topic informally. As the interest heightens, the moderator may ask the audience for its opinion. The panel then becomes an open forum.

Role Playing. A real-life problem, such as a court room case, is described. Members of a group assume various roles and act out their parts. Other members of the group observe the role-playing situation. The group discusses what happens and could suggest other ways of solving the problem.

Field Trips. A field trip provides a broadening experience through which knowledge is gained by first-hand observation, explanation and demonstration. These trips should be well planned and become an integral part of the learning process. Students should be made aware of their responsibility to gather information related to the general objective.

Talks by Former Students. The follow-up of students after they graduate or drop out is a responsibility for a guidance program. For students who do not plan to continue their education, there should be instruction on finding a job, succeeding on the job, and locating better positions as they gain experience. There should also be a follow-up on the success of its graduates in their post-high school experiences. The information gained from follow-up studies should be summarized and studied to improve the school program.

Autobiography. The autobiography is a brief account of a person's life. It contains the facts about an individual's life in concise form. This can include the schools he attended, when and where he was born, his greatest achievements, etc.

EVALUATION OF GROUP GUIDANCE

If group guidance is going to contribute effectively to the school, program evaluation procedures must be utilized. The primary purpose of evaluating group guidance is the improvement of the program. Failure to assess the value of group guidance programs may result in (1) not knowing the extent of success in the overall achievement of the purposes of the program, and (2) plodding along using devices and techniques which are outmoded or completely unadapted to newly developed situations.

There are five aspects that require consideration when a program of evaluation is planned:

(1) The criteria for evaluation

(2) The method of evaluation

(3) The sources of data

(4) The specific technique of collecting data

(5) Interpretation and reporting of findings

Criteria

The first step is to set up criteria, which are standards for making judgments. But before developing a set of criteria it is necessary to formulate a list of objectives stated as specifically and as narrowly in scope as possible. Example: Page 4.

Two Basic Methods

Essentially there are two basic methods of making evaluative studies -- survey methods and experimental methods. In the survey method, information, attitudes, opinions and other data concerning the effect of group guidance on the students is collected and analyzed. In the experimental method, planned attempts are made to study one or more variables which are a result of the group guidance program such as increased use of occupational information.

Source of Data

The source of needed data can be varied -- students in school, graduates, parents, teachers, school administrators, employers, people in the community.

Techniques

The most commonly used devices for gathering data are the questionnaire, the inventory, the interview, pencil and paper tests, sociometric devices, systematic observation of behavior, and rating scales.

Making an evaluation study is one of the most difficult and at the same time one of the most important tasks of guidance workers. Yet evaluation will be the cornerstone upon which better group guidance programs will be built.

Interpretation and Reporting of Findings

Interpreting and communicating the results of an evaluative study is of key importance. It is incumbent on those who have had responsibility for making the evaluation to report essential information to students, instructional staff, other counselors and especially administrators who are in positions to authorize needed changes in the program. The evaluation step, if properly done, should lead to changes and improvements in the generation of a new program.

This discussion position paper was submitted by the chairman of a group of career education representatives and counselors. While we are searching for full focus, it will give us food for thought.

Source: Mrs. Julie Schwartz, Project: Career-Bound -- Counselor and Coordinator

Transition from school to gainful employment and other adult roles for a majority of our public school students is unsuccessful and/or unsatisfactory. The fault lies within the system of teaching and guidance where these services occur in a vacuum, independent of the reality of adult experiences and the labor market. Career Education requires an application of learning and employs the entire community in achieving it. The new role of counselors described in the position paper is a response to the accusation that counseling is ineffective as a change agent in the school. It is not booth or therapy oriented but rather places the counselor in the community, classroom and industry to perform direct services to help students overcome present adjustment and long range goal setting problems. In the face of rising educational costs and declining student enrollment, the taxpayer is demanding practical and immediate results from his investment; students who are capable of transitioning from formal secondary or adult education to gainful employment and back to a training status as he chooses or as the labor market requires.

CAREER EDUCATION MODEL: Criteria for Counseling Program

It is the recommendation of this committee that the counselor functioning within a career education model would adopt the philosophy of career education and would establish a working role for the implementation of the career education model. It must be stressed that in order to succeed in this new role, the counselor in career education will need preservice and/or in-service training to perform these duties and must have the cooperation, encouragement, and assistance of the administration and funding sources.

Counselor certification should be modified to accommodate the philosophy of the career education model.

The philosophy of career education seeks to establish educational programs or specific curriculum activities at many different educational levels, which provide individuals with the cognitive, affective, and psychomotor skills leading up to occupational decisions and subsequent entrance into employment.

OBJECTIVES OF CAREER EDUCATION:

I. That education deal with the total man by addressing itself to his individuality and seek to expand his awareness of the world around him, of his unique qualities and potentials, and of his full scope of opportunities to enable him to make valid decisions.

II. That the learning of subject matter, attitudes, values, and behavior which occurs in the classroom and in the student's wider environment of home, church, and community are relevant to the student in both his present and future success.

III. That the present structured program of education become more responsive to the individual and offer more exploration and experience with the work-a-day world and community.

A. Establish position: administrator of counseling program.

B. Employ counselors for an eleven or twelve month period. (Rural areas with limited counseling staffs may want to develop a guidance team of counselor and selected teachers. The team would then provide school leadership for the implementation of the following criteria.)

C. Require counselors and/or selected teachers to spend a portion or all of the summer in one or more of the five areas listed below:

1. Participate in industries to become informed through broad exploration in the world of work.

Short-term work experiences, visitation, and/or workshops in a variety of occupational settings.

a. Become sensitive to problems of employment.

b. Gain knowledge of hiring requirements of industry.

c. Learn of school-work transition problems of the recent graduate.

d. Establish methods of developing school-business cooperation.

e. Identify part-time or summer employment opportunities for youth.

f. Discover possibilities for short-term work experiences for students.

g. Gain awareness of worker's way of living (lifestyle).

2. Participate in technical schools, junior colleges, apprenticeship programs, manpower programs, universities, and other post-secondary institutes to become informed.

Short-term work experience and/or visitation in a variety of educational settings to:

a. Gain knowledge of programs available, admission policies, financial assistance and/or scholarships, etc.

b. Explore opportunities for field trips, student resource speakers, etc.

c. Make arrangements for student visitations.

d. Develop resource catalogue for post-secondary training.

3. Participate in local community resources and agencies to become informed.

Short-term work experience and/or visitation in a variety of agency settings to:

a. Ascertain what student counseling experiences occur in non-school settings, (i.e. personnel offices, employment service, family service agencies, etc).

b. Arrange field experiences in utilizing community resources.

c. Learn techniques for visitation to students' homes.

d. Provide a resource directory of local community services to the professional staff at the school.

4. Participate with teachers in program development, collecting teaching resources and materials for curriculum development; follow-up of past students.

a. Conduct community occupational surveys.

b. Mobilize and utilize various types of data and media to aid counselees in vocational decision-making.

c. Counselor/teacher team conduct workshop for professtional staff to develop plans for integration of career education concepts and information into normal curriculum.

5. Participate in follow-up of high school dropouts and grads.

6. Enrollment in continuing education.

IV. Provide funds to accomplish the above.

To serve as a catalyst for change in the school, the counselor must be:

Informed about the world of work

Informed about new curriculum models, teaching approaches and methods.

Informed about trends in employment and educational opportunities.

Promote interaction and involvement between school, community, and the world of work environments.

Informed about methods, techniques, and materials for career counseling.

JOB DESCRIPTION

The following incorporates career education objectives and the performance of an expanded counselor role.

I. Consult with students and parents.

A. Individual "personal" exploration (20% of counselor's time).

1. Identifying individuals' goals and lifestyle.

2. Assist with placement of each student in occupational and/or educational pursuits.

B. Group exploration with students (20% of counselor time).

C. Provide leadership for parent education (10% of counselor time).

II. Serve as consultant to teachers (40% of counselor time).

A. Recommend and provide materials in conjunction with career education.

1. Cooperatively developing teaching units and curriculum.

2. Coordinate resources from local businesses.

B. Establish communication with all teachers through in-service programs.

C. Team teach or train teachers to provide students with:

1. Self-awareness (understanding and acceptance of self and behavior).

   a. Assessment of aptitudes, interests, achievement.

   b. Developing appropriate family relationships.

   c. Developing avocations -- leisure time.

   d. Relationship of individual to his physical environment. (Ecological awareness)

   e. Accept responsibility as citizen in a community.

2. Career Awareness (work and leisure).

   a. Emphasize inseparable relationship between the individual's personal and vocational development.

   b. Awareness of need for relevant education leading to career preparation. (Hands-on activities, exploratory experiences, etc.)

   c. Use of skills necessary to conduct a successful job search.

   d. Awareness of changes in society and varying employment trends.

   e. Awareness of the relationship of personal values to job satisfactions.

3. Skill in decision-making.

   a. Educational/vocational planning.

      (1) Develop appropriate attitudes toward learning and earning a living.

      (2) Awareness of social and economic aspects determined by his role in the world of work.

(3) Realistic plan for future orientation and articulation of student needs with curriculum planners.

b. Development of successful social relationships.

(1) Peer relationships.

(2) Teacher/student relationships.

(3) Community relationships.

(4) Interaction (skills in communication and interpersonal relationships).

4. Opportunity for work exposure and exploration (in and out of school).

5. Work experiences.

III. Membership in Community Service Organizations.

IV. Plan Developmental Testing Program for the School.

A. Provide guidelines for test administration. (Not necessary for counselor to personally administer all tests.)

B. Provide for individual (student and parent) interpretation of test results.

C. Assist teachers and administrators in utilizing test results with each student.

V. Develop a Drop-Out Program.

A. Identify potential drop-outs. (Preventative programs-student involvement).

B. Facilitate return of drop-outs to regular school program or alternative school.

C. Develop a follow-up system for 8th grade continuing students to help maintain enrollment during high school years.

VI. Assume Responsibility for Evaluation and Conducting Research as Related to Entire Career Education Programs.